



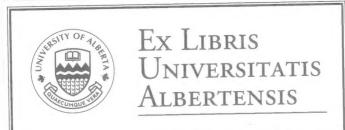


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Christmas Greetings

FROM

H. T. COUTTS BERNAL WALKER

AND

G. FRED McNally

G. FRED



Dr. G. Fred McNally Alberta Deputy Minister of Education, 1935-46 Chancellor of the University of Alberta, 1946-52



THE STORY OF G. FRED McNALLY recorded by H. T. Coutts and B. E. Walker

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This book has not been published for sale but is presented with the compliments of the authors and publishers in recognition of Dr. McNally's long career and outstanding contribution to education in Canada.

Table of Contents

List of Illustrations	viii
Preface	ix
Introduction	1
Chapter One Family Background and Early Education	5
Chapter Two Teacher in Eastern Canada	11
Chapter Three Early Days in Alberta	19
Chapter Four School Inspector	26
Chapter Five Graduate Student	38
Chapter Six Teacher Education	45

Chapter Seven Curriculum-Maker in Alberta	60
Chapter Eight Deputy Minister of Education	69
Chapter Nine Some Outside Activities	77
Chapter Ten Chancellor of the University of Alberta	86
Chapter Eleven Baptist Layman	93
Chapter Twelve Life with the CEA	101
Chapter Thirteen Vocational Educator	109
Index	117

vii

List of Illustrations

Page 54

Left: G. Fred McNally, at the age of 21

Right: Dr. McNally with Paul Harris, founder of Rotary International, Edmonton, 1929

Page 55

Left: G. Fred McNally, 1927

Right: Dr. McNally addressing the last banquet of the "Knights of the Cross" bible class, 1948

Page 56

The Canadian delegation to the First General Conference of UNESCO, Paris, 1946 Left to right: G. F. McNally (Vice Chairman), E. F. Willoughby, Edmond Turcotte, Victor Doré (Chairman), Margaret Gill, Elizabeth Wynwood, Herman A. Voaden

Page 57

Hon. Ernest Charles Manning, Premier of Alberta, receives the degree of LL.D from Dr. McNally, Chancellor of the University of Alberta, at Convocation, 1948

Page 58

Bottom left: Dr. G. F. McNally, Dr. W. H. Alexander, and the Hon. J. J. Bowlen, University of Alberta, Convocation 1948

Right: Dr. G. V. Haythorne, Deputy Minister of Labor, Ottawa, and Dr. McNally at the unveiling of the plaque outside the McNally Library at the opening of the Northern Alberta Institute of Technology, 1963

Page 59

Left: Dr. G. Fred McNally and His Excellency Georges P. Vanier at the Planning Conference for Commonwealth Technical Training Week, Ottawa, 1961

Right: G. Fred McNally, June, 1963

Preface

This is the story of G. Fred McNally as he told it to H. T. Coutts and B. E. Walker in a series of taped interviews beginning March 23, 1962, and continuing through the summer of that year. It is the story of a vital personality whose interest and activity in public education has spanned the first six decades of this century and who continues to look forward optimistically and with confidence in the power of education to improve the lot of mankind. From his earliest days in New Brunswick to the present, he has been interested in people and their development: intellectual, social, and spiritual.

G. Fred McNally has in his time played many parts: teacher, school inspector, normal school principal, curriculum developer, deputy minister, university chancellor. Added to these formal roles have been a host of other activities both official and non-official. All of them have been associated with service to others. In the Baptist Church he has been a stalwart lay supporter whose influence

on the lives of countless men and women is well known. For years he was director of The Knights of the Cross, a stimulating Bible class which attracted young men of many denominations. On the provincial stage he has served as chairman of many committees and commissions, among them the Canadian Youth Commission, the Royal Commission on the Metropolitan Development of Calgary and Edmonton, the Commission on the Management of the University of Alberta, and the Canadian Education Association's Commission on the Needs of Canadian Education following World War II. On the Canadian stage he was always a staunch supporter of the Canadian Education Association and the National Committee on Technical and Vocational Education of which he was chairman for over twenty years. On the international stage he served as a Canadian representative to the first meeting of UNESCO in Paris.

The association of G. Fred McNally with the University of Alberta has been an important one.

From 1908, when he first became a member of Convocation in the new-born university, until the present he has contributed to its development. From the University of Alberta he received the M.A. degree in the first graduating class of 1911. For many years he served as a member and wise counsellor of the Board of Governors of the University and from 1946 to 1952 held the important position of chancellor. Through the chancellorship Dr. McNally brought added honor both to himself and to the teaching profession.

Convinced that the life and personality of G. Fred McNally must be preserved, we have pre-

pared this story. Through it we hope to have preserved some of the sparkle and dynamic of a man who has influenced the educational life of all of Canada. What we started as a professional responsibility has been for us a delightful and stimulating experience. It is our hope that you will share some of that enjoyment as you read the autobiography which we have entitled *G. Fred*.

H. T. Coutts B. E. Walker

UNIVERSITY OF ALBERTA 1963

Introduction

HEN G. Fred McNally stepped off the train in Calgary on a hot summer day in 1906 the Province of Alberta was not yet one year old. Like most pioneers, G. Fred was optimistic and perhaps even excited about the possibilities for expansion and growth in this frontier land. But he and others of his generation could not anticipate all the changes that would take place in the economic, social, and political life of the province during the decades ahead.

When the Province of Alberta came into being in 1905, the railway had already replaced the birch-bark canoe, and the farmer had replaced the fur-trader. The good land available free to homesteaders was attracting settlers by the thousands. The new province was also rich in coal, at that time a main source of heat and power. When pioneers settled in the new province they had no

inkling of severe economic depressions to come. This was just as well, because conditions on the western prairies, like the kings of England in Dickens's history, have tended to be either very good or very bad. Even when times were fairly prosperous in settled areas, many families in remote rural communities experienced the rigors of hard times. Fortunately there was good as well as bad, and the overall growth of the provincial economy in the first half-century was most impressive. Many of the pioneers lived to see the province become a young industrial giant exporting oil, natural gas, and manufactured goods, as well as wheat and other agricultural products.

A comparison of the census returns for 1911 and 1961 shows some of the changes that have taken place in Alberta. In the half-century under review the population of the province has increas-

ed from 374,000 to 1,332,000. The percentage of males in the population has dropped from 60 to 52. A striking development has been the shift from a population approximately two-thirds rural to one that is now two-thirds urban. The successive waves of immigration into Alberta during the first fifty years of its history have produced a society quite heterogeneous in its ethnic and religious backgrounds.

The philosopher Plato believed that there is a close relationship between politics and education. The career of G. Fred McNally as an educator spanned three political régimes in Alberta — Liberal, United Farmers, and Social Credit.

The Liberals, who were in power from 1905 to 1921, supported public education along traditional lines. The legal framework provided by the School Ordinances of the old Northwest Territories, which had become the School Law of the new province, remained untouched by the provincial legislature for several years. Government agencies were busy helping to organize schools for the children of new settlers. When the flood-tide of immigration was at its crest shortly before World War I, it was a case of "a new rural school district every day of the school year". The Liberals under Premier A. C.

Rutherford and his successors expanded the educational system upward and founded normal schools, a university, schools of agriculture, and an institute of technology.

The United Farmers of Alberta were in power in the middle period from 1921 to 1935. This was a time of slogans and plans in education. It was a time also of recurrent economic ills — depressions that extended far beyond provincial boundaries, be it said in fairness to the United Farmers of Alberta. An early educational slogan of the United Farmers was "Grade eight for every child!" As it turned out, boys and girls stayed on in the small rural schools not only for grade eight, but also for grade nine and even grade ten, and many aspired to still further education. This posed insurmountable problems for the one-room rural school, whose teacher was expected to go on struggling with a situation which in the end became intolerable. Minister of Education Perren Baker introduced into the legislature a bill which would provide for reorganization of rural school administration. Nostalgic fondness for the little red school proved too strong; the colleagues of Baker in the Cabinet gave only lukewarm support, and many backbenchers were strongly opposed. The bill was withdrawn before its second reading. In this and other ways the latter part of the UFA régime was characterized by vacillation and inactivity. In the meantime the great depression was spreading over all segments of society, affecting the lives of the farmers on the prairies in a particularly harsh manner.

In the provincial elections of 1935 the voters turned the United Farmers out in a landslide that put into power an upstart political group. Its dynamic leader, William Aberhart, promised quick remedies for financial ills. If the Social Credit members of the Cabinet and Legislature (a large proportion were school teachers) experienced some frustration in the late 1930's in their attempts to accelerate economic recovery, they did find an outlet for decisive action in the field of public education. The later thirties and early forties constituted a period of reorganization of education in Alberta. The reforms affected all levels from primary to university, curriculum as well as administration,

and teachers as well as students. G. Fred McNally was Deputy Minister of Education while William Aberhart was Premier and Minister of Education.

In this book, Dr. McNally opens the curtains on some of the dramatic events of these early years to give the reader intimate glimpses of ways in which politics has been related to education.

When G. Fred McNally and others of his generation came west in the early days, they were young men and women with the qualities of the pioneer—willingness to work hard, to look forward, and to be venturesome and experimental. They brought with them from the older societies in which they had grown up traditions which gave a much-needed feeling of confidence as they faced the problems of life in a frontier land. It was necessary to put their traditional values in working clothes and try them out in the new society that all were helping to build. There was always the hope that it might be a better society.

Chapter One Family Background and Early Education

AM descended from a family of United Empire Loyalists. My great-grandfather, Michael McNally, was an officer in the Prince of Wales Royal Regiment which came to America to help, as its members believed, put down the revolution of 1776. At the conclusion of hostilities members of the British forces were given the option of demobilizing in America or returning to Britain. For officers, discharge in America carried with it a grant of land somewhere in Canada. Michael Mc-Nally, who chose to remain, drew a grant of two hundred acres on the Saint John River, sixteen miles west of St. Anne's Point, now Fredericton. This land was densely wooded with great oak, elm, and maple trees. Since Michael's education had been designed to prepare him as a professional soldier, it is little wonder that he faced difficulty in making a living from the land. So he proceeded to

open a school. In the meantime, he had married the daughter of one of his fellow Loyalists and had settled on his newly acquired estate. In time, four sons were born. The youngest of these, my grandfather, inherited the land. He married early and was blessed with a large family of sturdy sons who attacked the forest of hardwoods and soon had a sizable and productive farm cleared and cultivated. Gradually the older sons embarked on careers of their own. Some acquired other farms, some entered mercantile life. Two sought their fortunes in the United States.

My father, the youngest of the lot, bought the original farm from my grandfather and established a home of his own. On this farm I was born in June 1878, one of a family of four. After I went away to school I always spent my vacations at home until I came to Alberta.

The farm was fertile and free of stone. On the west was a so-called church lot, that is, land reserved for the established church. It had a church building on it, but no services were held there within my memory. This lot was mostly side hill, and the soil was thick with stones. My grandfather had bought it to provide pasture and because it had a fine stand of hard maple trees. He had visions of the spring crop of maple products. My father made this vision a reality. He purchased equipment from Quebec, and soon established a reputation for producing maple goods of high quality. At one time he shipped maple syrup as far west as British Columbia. He also sold maple sugar and a much-prized maple candy. This was a syrup boiled to a consistency just short of sugar, hardened on great pans of snow, and then packed in birch-bark kosseāus which the Indians had taught the white man to make.

Farming in those days in New Brunswick was a rugged business. Hours were long, prices low, and every type of mixed farming had to be carried on if the family was to have more than a bare existence. We had horses to do the heavy work. We finished beef for the Easter market. We raised lambs, pigs, and chickens. We sold cream, butter,

and eggs. In all this, I had a boy's part suited to my degree of maturity. My father was a hard worker and a good manager. He expected his boys to follow his example. These boyhood experiences taught me two lessons of the greatest value. The first was the importance of having a sense of responsibility, since very often we had to reach decisions and take the consequences. Second was the value of having developed a capacity for hard work. New Brunswick farmers would have thought anyone crazy to suggest that they might spend the winter in Florida or the West Indies. Even if they could have spared the money, there was too much work to be done in caring for stock and preparing for the coming summer's activities. In spite of this, my father, who always had one, two, or sometimes three hired men, found the time and money to travel outside the province. He made two trips to New York, one to Ontario and Quebec in connection with his maple sugar business, and two to western Canada. It never occurred to him that my mother would have enjoyed accompanying him on one of these trips, so she always remained at home. I returned to the farm each summer and saved the price of one hired man.

Our farm home was located on the far west-

ern side of the school district to which we belonged. The school building was, by road, three miles from our home, but by making use of short-cuts, we reduced the distance about a quarter of a mile. I used to say that it was uphill both ways because we had to descend to the valley of a creek, travel some distance on the level after crossing it, and then laboriously make our way up to the height of the land on the far side. Because of the hazards of this distance, I did not enter school until after my eighth birthday. Schools rarely operated for more than four-month stretches. This practice made for a continuous procession of teachers. That the education of his children might not have long gaps, my father arranged with the district immediately across the river that we should attend there during the period when we could cross the river on the ice. It was in this school that I met teachers who had a lasting influence on my life. One of these, a Miss Wilson (now Mrs. Arthur Porter), is still living. When I called to see her in 1961 she said, "Fred, I suppose you have come to reproach me for never having taught you anything."

"On the contrary," I said, "I have come to tell you that you gave me my first glimpse of how interesting an educated person could be."

From this school I wrote the entrance examinations for the Fredericton High School. In the fall I entered that school and there spent three very happy years. Fortunately I had a number of excellent teachers. The school was new; the principal was new. He had just succeeded Dr. George R. Parkin, who had resigned to take over the administration of the Rhodes' Trust. Principal Foster, a strict disciplinarian, was at the same time a great teacher. From him I learned the virtue of doing a job when it should be done, and from Miss Thorne, his cultured assistant, a satisfying and lasting love of English. While in this school, I carried both Latin and Greek. After graduation exercises I received the Governor's Silver Medal in classics and tied for first place in mathematics.

At the time, it was quite the exception for farm boys to get any education beyond that provided by the local rural school. My father was held to be something of a freak. He had sent one son to the University of New Brunswick, his daughter to Acadia, and his youngest son to the University of Pennsylvania to study dentistry. On recent visits to New Brunswick, I have sought out schoolmates of early days. Most of those who are still alive are farmers living under conditions not too different from those of my own childhood in New Brunswick seventy-five ago.

Two of my cousins had studied medicine at McGill; others had studied at Acadia, had trained for nursing in Boston, or had graduated as teachers from the provincial normal school. It never occurred to me, however, that I should go anywhere else for a college education than to the University of New Brunswick. In my opinion, it is still at the top of the fifteen or so degree-granting institutions in the Maritimes.

Having matriculated, I entered the freshman class at the University of New Brunswick in October 1896. The head of this institution was Dr. Thomas Harrison — Tommy to the irreverent — a scholar who had taken his doctoral work at Trinity College, Dublin. The U.N.B. of that day was a small institution of not more than a hundred students. The staff numbered seven or eight — all distinguished scholars, most of them from Britain. The one Canadian, Dr. Arthur Melville Scott, came to Alberta to assume the superintendency of the Calgary public schools in the same month that I began teaching in the province. Though I had never distinguished myself as a member of his physics classes, we remained close friends until his

death; in fact, I was invited at his funeral to express appreciation of his work.

My association with Dr. Thomas Harrison and his family (he was called "Chancellor" in those days) has continued till the present. The eldest son, Dr. J. Darley Harrison, was well established as a surgeon when I arrived in Edmonton. Later, we were associated in the early history of the University of Alberta. In due course, his son Robert was appointed to the Board of Governors of the University of Alberta where we served together for a period of six years. I thus had an intimate association with three generations of the Harrison family. It is interesting to note that the Senate of the University of New Brunswick has named a new men's residence "The Harrison House".

In 1900 the University of New Brunswick celebrated the centennial of its founding. The senior class was centrally involved in the anniversary celebrations. We had visitors from all the Canadian universities as far west as Toronto and from many institutions in New England. It was my first experience of the pomp and circumstance of a great academic occasion, and it made a lasting impression on me. In that year I graduated with a Bachelor of Arts degree, with first-class honours in classics.

In Calgary, during the first week of April 1962, there was a reunion of graduates of the University of New Brunswick. I had the pleasure of being the oldest graduate in attendance. Mrs. George Hannah. who had been a teacher in Calgary during the days when I was the inspector there, was present. Also present was W. H. Patterson, a distinguished Calgary lawyer, who came to Alberta with me in 1906. Mr. Patterson belonged to the class of 1903, while Mrs. Hannah was of the class of 1902. In addition, there was Canon Montgomery of Banff. He is always famous in my thinking because in 1939, when King George and Oueen Elizabeth visited Banff, they spent a Sunday there and attended morning service in the little St. George's Anglican Church. At the conclusion of the service while Canon Montgomery and the visitors were on the porch of the church, a photographer — very enterprising, I think — got a picture of the canon with the King and Oueen. This he circulated to very many of his friends with the title, "Tully Montgomery and Friends".

During my senior year at U.N.B. I had taken lectures in pedagogy at the provincial normal school and was duly recommended to the examiners for the grammar school examination. Suc-

cess in this examination meant certification at the highest level of teaching. Thus, my teacher training was of the scantiest character. I had no sessions for observation of teaching in any grades and no lectures on method in elementary grades, and I taught only two practice lessons. However, lenient critics and examiners found my performance satisfactory and I received the blessing of the Department of Education in the form of a grammar school certificate

As far as I can recall, three factors entered into my decision to become a teacher. First, the outstanding people of my acquaintance were all teachers. They were people attractive in personality and held in the highest regard in the community. They respected themselves and deserved the respect of pupils and parents alike. Secondly, in my senior year at the university, I had been president of the college Y.M.C.A. and had found that I liked working with people. Third, I tried my hand at teaching in the church school, and while my initial excursion into this field nearly ended in disaster, I persisted and came to be regarded as a dependable and reasonably competent performer. Any church with no more accommodation for its teaching work than Brunswick Street Baptist Church in Frederiction had in those days would now be considered hopeless, and no person of any standing would consider taking on the superintendency at any price. All classes met in one medium-sized room with no curtains, partitions, or screens of any sort. Classes were so close together that there was barely room for the secretary on his rounds to collect records and distribute papers. In my freshman year at the university, the superintendent, in desperation, invited me to take a class of seven girls in their early teens. Anybody less brash, more experienced, and with the slighest knowledge of girls of that age would have declined. But not I. I knew most of them and felt sure that the prestige of a college man and my superior knowledge would prove irresistible. Regardless of the fact that two mature and wise women had given up the job in disgust. I went gaily to the slaughter. On the first occasion the girls listened to me for as much as five minutes

and then, finding that I was no more interesting than the women, turned to matters of real concern: where they'd been Saturday night, what boys they'd been out with, what they were going to wear at a Wednesday party, and other matters that hold the interest of girls of that age the world over. I was outraged, but stubborn enough to believe that I could last them out. Not much teaching was done, but I was determined on two things: they would not run me out, and would restrain their conversation to the extent that they would not distract the attention of our neighbours. My persistence paid off. While I dreaded these Sunday sessions more than any other happening in the week, I stuck to it till the end of the term when they were promoted regardless of their complete ignorance of the course they were supposed to have completed. I have often thought how near the teaching profession came to losing one of its ornaments in that year.

Chapter Two Teacher in Eastern Canada

I graduated from the University of New Brunswick in June 1900, was certificated in late July, and began teaching at Stanstead College, Stanstead, Quebec, near the Vermont border, in September. After one year of service there, I returned to New Brunswick and taught in the high school at Moncton until mid-summer 1906, a total of six years.

Early in 1900 a travelling secretary from the Y.M.C.A. visited the U.N.B. campus. You will remember that I was president of the college Y.M.C.A. that year. The visitor inquired about my plans for the fall. On hearing that I planned to teach, he told me that there was a vacancy on the staff at Stanstead College, a Methodist institution in the Eastern Townships, and that I was the type of person they wanted. Stanstead was a boarding school caring for

students all the way from the primary grades to senior matriculation. I wrote to Dr. C. R. Flanders. the principal, to inquire about the vacancy, the subjects and grades to be taught, and so on. Almost immediately I received an answer to the effect that he could use me and would decide on all the details when I arrived. It appeared that he had to get several new staff members and would apportion the work when he had looked over the lot. Imagine my horror at finding myself loaded with McGill first-year mathematics and physics. That was the worst year I have had in my life. I suggested that these were not my best subjects. but we both realized that we were caught. He couldn't get a replacement at that date, and I knew that all places would have been filled long before.

It should be mentioned that Stanstead, being a boarding school and under church auspices, attracted students from all over Quebec, especially the children of Protestant families resident in areas where the population was almost entirely French and Roman Catholic. Thus, many would be older than was normal for the grades in which they found themselves. In some cases the only time they were absent from the college was during the Christmas vacation. The college found it necessary to provide both entertainment and supervision for all holiday periods. Another reason for our having over-age students was that the college had departments of music and business education. While it was nominally a church school, it was forced to operate on a very tight budget because the denominational leaders held firmly to the theory that all the church owed the college was the prestige of its name. The college was expected to pay its way.

Aside from my inadequacy in mathematics and physics, I had a really good time during my first year of teaching. There were several students not more than a year or so younger than myself. With them I had a lot of fun and, strange to say, they never took advantage of the relationship. As I have said, this was a boarding school. All single mem-

bers of the staff lived in residence. I had been assigned supervision of the senior boys on the second floor and usually spent my evenings in my room boning up on the next day's work with an occasional round to see that proper attention was being given to homework — and very often being waylaid to give extra assistance. As the year went on, I received weekend invitations to homes of people in the town. On one occasion, I was invited to dinner at the home of the chairman of the college board. It was a happy occasion and lasted long after "lights out" at the college. My charges on the second floor thought it a good time to have some fun. They stretched a very fine wire across the doorway at a level that, they thought, would be just below my chin. Had it fulfilled its purpose I should have received not only a setback but probably a cut throat. I came along quietly near midnight and was just about to enter the doorway when a shaft of moonlight revealed the wire. I promptly removed my shoes, ducked under the wire, and went to my room. From time to time I could hear excited whispers: "Hasn't he come in yet?" Finally two of the conspirators in the room next to mine discovered that I was safely in bed and removed the wire. I never mentioned the

episode, nor did they. Thereafter I was careful to approach that stairway and doorway with great caution.

I remember two or three other incidents of that year. In January 1901 Queen Victoria died. The college felt that a suitable memorial service should be held. Classes were cancelled, and all hands gathered in the assembly hall. Even the townspeople were invited. Appropriate hymns and patriotic songs were sung. I had been selected to deliver the panegyric. I prepared myself carefully; the audience was on its best behavior, and I thought I had done a pretty good job. The platform was crowded with all the staff and some visitors and so, without looking, I retired to my place in the front row beside the principal. Unhappily, an important dignitary had arrived while I was speaking, and some officious person had appropriated my chair and moved it two rows farther back. I sat down in the vacant space and landed most unceremoniously on my back on the floor. This was all that was required to dispel the solemnity of the occasion. After placing chairs for me very conspicuously for a few days both in classrooms and on the platform at opening exercises, the students soon forgot the incident.

During this same year we had some very important visitors. The first of these was Dr. Henry Marshall Tory, who turned out to be the official visitor from McGill, with which the college was affiliated. I thus had the opportunity of meeting him before either of us came to Alberta. He was able to stay only one afternoon and evening, during which he conferred with the principal and met the staff. Another visitor was Dr. John G. Bourinot, the distinguished clerk of the House of Commons. His Parliamentary Procedure was then quite new. His evening lecture had to do with his experiences in the House of Commons. Dr. Bourinot had a sense of humor and great charm. I have always regarded this meeting as the highlight of the year.

Towards spring the news got around in some way that the inspector of high schools would visit us the next week. The principal and other members of the staff spoke of the coming visitation in whispers. The pupils were literally paralyzed and hardly able to answer even those of us whom they knew well. On Monday morning the great man arrived. The principal — all smiles — accompanied him on his rounds, remaining in the room during the entire inquisition, a thing he was never known to do on ordinary days. The visitor was a very big man, not so tall, but of great girth and adorned with the most luxuriant beard I have even seen. He was a product of the Scottish schools and universities and I am sure did them all credit. Since I expected momentarily to be fallen upon and made a meal of, I have no clear recollection of whether the pupils or I did or said anything to indicate that we were even sane, let alone intelligent.

At the end of the year both the principal and I felt that we had had enough. We talked the situation over and agreed to part company on amicable terms. Forty years later I did a tour of Quebec at the invitation of the Protestant Teachers' Association to discuss our experience in Alberta with the large unit of administration. One of my commitments was a public address in the city of Sherbrooke. Imagine my surprise when, at the conclusion of the meeting, three men came up and introduced themselves as members of the Board of Stanstead College. I said, "You have come, no doubt, to demand a refund of most of the money you paid me during the year I was at Stanstead." They said, "No, we're here under instructions to take you back with us to Stanstead." To my great regret I had two meetings scheduled for Montreal the next day and so had to miss a delightful experience.

At the end of June 1901, I returned to New Brunswick and reported at the Education Office before going home to the farm. I was told that C. H. Acheson had just been accepted for service as a superintendent by the government of South Africa and would be leaving soon for that country. This would leave a vacancy on the staff of the Moncton High School and it was suggested that I should apply immediately. This I did and very shortly received an invitation to visit Moncton and meet the Board of School Trustees. I went to Moncton. met a committee of the board in the Brunswick Hotel, answered their questions, apparently satisfactorily, and was informed that the committee would recommend my appointment. All of this was completed in a matter of a couple of hours. I was advised to remain long enough to meet Mr. Acheson, whose work I was to take over, and get such information as would enable the transition to be made as smoothly as possible. This proved to be most helpful. As a consequence, I was able to get the required textbooks, do all the necessary review, and be in a position to confound the youngsters by assuming that they knew what they had been taught the preceding year even to the most minute detail. In this way I had them at a

disadvantage and immediately established the reputation as a hard taskmaster who would put up with no fooling. This proved to be very fortunate.

I soon learned that the entire staff of the Moncton High School consisted of three persons including the principal, who taught a full day's program like the rest of us. He had the senior class, grade eleven; our colleague, who had been promoted to Mr. Acheson's place, had the gradeten class; I, as a newcomer, had the task of subduing the grade nine pupils, who had turned up in unexpectedly large numbers from grade eight classes not only in the city but from neighboring towns and villages where there was no provision for high school work. The registration continued until I had a class of seventy-three. We had to resort to all sorts of unorthodox methods of providing seating and desk space for such a horde. Such things as dividing the class and having two gradenine groups never occurred to the secretary, the superintendent, the board, or the principal. The pupils were all in grade nine and obviously must be taught as a group. The matter of discipline was a major problem, and as a consequence I was compelled to treat small infractions of the rules as major offences. One result was that drop-outs of

those who were most often in trouble were quite frequent — to the relief of all concerned. How we survived that year I do not know. Next year, the survivors and I both went on to grade ten, by now quite fast friends.

In New Brunswick there was what was virtually a separate-school system, though no one would have had the temerity to call it that. In the first place, school boards in the city were constituted in this way: the chairman and three members were appointed by the provincial government and the remaining three were named by the City Council. Thus it was possible to insure that Roman Catholics had adequate representation on the board. The board then proceeded by a gentleman's agreement to locate schools in such a way that Roman Catholic children could attend segregated schools where they could begin the religious instruction which the church deemed necessary as an adjunct to the teaching received at home. This segregation continued to the end of grade eight when all pupils converged in grade nine in a high school. I never felt that the students coming from the Catholic schools were in any way less well prepared than those who came from other schools, though I always thought that too few came forward to us. As I recall it, a full share of grade-nine honours and prizes including top places were taken by students from the Roman Catholic schools.

One of the trustees owned and operated a book store. I formed the habit of dropping in to this store quite frequently on my way home from school - not only to look over the new books, but to get the latest school board gossip. There was resident in Moncton at that time, a mature woman who held a teaching certificate and who had long desired an appointment to the school staff. But no matter how often she applied she failed to be appointed. On this particular occasion it was known that contracts were to be renewed and new appointments made. The lady in question renewed her application, marshalled the support of all her friends, interviewed all the trustees individually, and felt that this time she could not fail. Once again the appointment was not made. The board always met on Friday night. The following morning I was in the bookstore when the defeated and highly irate applicant sailed in. Without ado she demanded an explanation of why her application had been turned down. The trustee said, "The reason, in a word, is that the board thought you were too old." "Too old?" the visitor said, "If it comes to that, I don't

suppose I'm a day older than you are." Thereupon the trustee, looking her squarely in the eye, said, "I just hope I'll be alive when I'm as old as you are." This seemed to me the right time for my departure. So without ceremony of any sort I slipped out, leaving the ladies glaring at each other across the counter.

My colleagues were good men in their subjects, loyal to each other, and particularly easy to work with. The principal, Dr. George J. Olton, continued in that position many years after I had come to Alberta. Our colleague, Mr. W. A. Cowperthwaite, went to Winnipeg and taught there in the senior high school and in the provincial normal school until his retirement. The secretary-superintendent was a much better administrator than superintendent, so we saw very little of him. There were few changes in the personnel of the board, and those only when an alderman retired or failed of reelection. My relations with the board were pleasant throughout my stay there.

New Brunswick in those days had no Minister of Education. The cabinet as a whole constituted the Board of Education. The secretary of this Board was a distinguished educationist appointed by the government and called the Chief Superintendent of Education. During my time in Moncton, the chief superintendent was Dr. James R. Inch, who was highly regarded both as a man and as an educational leader. The Department of Education conducted, in late June of each year on a provincewide basis, junior matriculation and high-school leaving examinations. Results were widely publicized and rivalry for top positions was keen. Every year we had one or more students in the top five places, and on more than one occasion captured the top position. I have kept in touch with many of the students of those days. One of these, Charles A. Killam, was for many years a successful businessman in Camrose. He served his community well as chairman of the public school board. Miss Eva McCracken was a top-grade teacher of mathematics in Calgary. Dr. Beatrice McNaughton, prominent in the affairs of the Canadian Teachers' Federation, was another student of those days.

I was never a great believer in corporal punishment as an agency for promoting enthusiasm for education. On only one occasion in my ten years of teaching did I resort to this method of enforcing my wishes. In the last grade-nine class I had in Moncton, there was a young French-Canadian lad who was only an average student, not much interested in school work, but as full of mischief as a fourteen-year-old could be. He was likable, cooperative, and generally a pleasure to have around. I had been particularly insistent that I have the attention of everybody when I was introducing something new. Benny just could not control his exuberance, much to the delight of the classmates seated around him. In exasperation I said, "Benny, you go to the office; I'll come in in a few minutes and give you something to laugh about." I had no sooner made this foolish announcement than I realized that I had gone too far. However, I ostentatiously got out my strap to show everybody that justice was about to be done and strode to the office, hoping in vain that something would happen to prevent me from doing what I had threatened. Benny was standing, looking at me as if I were about to do something I would regret for the rest of my life. Without a word he held out his hands and I gave him a couple of whacks on each. In dismissing him neither of us said a word. I'm sure both of us were nearer to tears than we would have cared to admit. He did not hold it against me, and the next day we were back on the old friendly relationship. It was near the end of the term and I never saw Benny again. A few years later he enlisted for overseas service and was killed in France. My sense of shame returns whenever I think of Benny.

A boyhood friend and neighbor, who had graduated from U.N.B. in 1903, had been teaching at Rothsay Collegiate near St. John. This private school for boys is still an institution of high repute. We met during the Easter vacation and discussed going to the west. He said at the close of the term that he had decided to leave New Brunswick early in August whether I accompanied him or not. I thought I had influenced him to some extent in this decision and ought to carry out my part of the undertaking. Moreover, I realized that I was five years older than he and so had some responsibility in the matter. So Ward H. Patterson and I set out for the west. Our first stop was Regina, where we stayed two days to interview the late E. B. Hutcherson as to school vacancies and to get some advice. My friend had no teaching certificate, this not being a requirement for a private school in New Brunswick. Mr. Hutcherson did not seem to be much impressed with either of us, so we took the next train for Calgary. Here we were fortunate enough to meet Mr. W. H. Thompson, who had recently left Strathcona to do a short term as inspector and who was then on the staff of the provincial normal school. He advised me to go to Edmonton without delay and report to the Department of Education. He suggested to Ward that he consider articling with a law firm in Calgary where he knew that a student was required. This suggestion was followed up. Ward Patterson was duly admitted to the Bar in Alberta and has had a distinguished career in law in Calgary. Though now in his late seventies, he goes to his office every day for active work.

Chapter Three Early Days in Alberta

N the morning of August 8, 1906, I boarded the C. & E. train for Edmonton. C. & E. stands for Calgary and Edmonton Railway, a line operated by an independent company over which the C.P.R. had running rights. We left Calgary about eight o'clock in the morning; the day was hot and the country very dry. We had a choice between keeping the windows closed and suffocating with the heat, or opening them and being choked to death with dust. By alternating the opening and closing of the windows, we managed to survive. We arrived about 4 p.m. after a journey that took almost twice as long as it does today. Moreover, I was told that only recently had the service been made a daily one; formerly there had been only three trains a week. At that time the terminus of the C. & E. was Strathcona, now South Edmonton.

There passengers and luggage were dumped on the platform, and those passengers who had paid for transportation to Edmonton were transferred to great coaches drawn by four horses. As we neared Edmonton we noticed an almost complete absence of dust; the meadows and grain fields were green and luxuriant. But heavy rainfall had played havoc with the roads. The road down what is known now as Scona Hill consisted of great ruts into which the wheels sank to their hubs. Either gravel was unknown or else it would not stay on the hill. Between the spokes was a solid mass of the blackest mud I had ever seen. But the descent to Avernus, the lowlevel bridge, was nothing compared to the ascent of McDougall Hill. The driver shouted, cut the air with a black bull-whip, and with amazing cunning guided the great vehicle along the ruts till we

reached the top. The destination of the coach in which I was travelling was the Alberta Hotel; but I had been advised beforehand by the one man I knew in Edmonton to patronize the Imperial as it was more likely to be in keeping with what he guessed my financial status to be. So, just before the evening meal, I found myself established in the Imperial Hotel, a modest frame structure overlooking the present market square. My friend, who was employed in the Douglas Bookstore until 9 p.m., came to see me at the hotel as soon as he was free to do so. At that time we planned a strategy for the following day. I was to call at his place of business, when he would make some excuse to leave the shop and take me to see the Deputy Minister of Education, whose office at that time was in the Empire Block, The Department of Education occupied a large part of the second floor while awaiting the completion of the Terrace Building. This building, which no longer exists, was being built downhill from the proposed site of the Legislative Building. Mr. MacKenzie, always kindly and gracious to visitors, said he was glad I had come, that there were several vacancies of which he was aware, and that I should probably have no difficulty in securing an appointment. He had heard that the

board across the river in Strathcona would probably have to appoint an additional high-school teacher and that I should make a personal application. This seemed an amazing situation to me since, as he told me, up till two years before he had handled all the high-school work in Strathcona by himself. He thereupon handed me a list of members of the board. Before I left he asked me about my teaching certificate. When I, with some pride and great innocence, said I was the holder of a New Brunswick grammar school certificate, he began to take a dim view of the situation. Nobody had ever suggested to me that there was any place in the world where this certificate would not be an open sesame to the best school in the land. I was at once resentful and indignant and demanded an interview with the Minister, Mr. MacKenzie said the Minister was absent for a few days but in the meantime I should explore the situation in Strathcona.

From the list Mr. MacKenzie had given me and inquiries I had made in the meantime, I learned that the board consisted of six well-known businessmen who had been duly elected by their peers at the last civic election. That members of a school board should have to run for office was a brand new idea to me. I had always thought of them as

supermen, probably selected for this job from the beginning of the world. The chairman was Arthur McLean, a prominent hardware merchant. His colleagues were Robert Ritchie, a grain dealer and owner of a large elevator and grist mill; R. B. Douglas of the firm of Douglas Brothers, owners and operators of a large department store; Orlando Bush, C.P.R. land and insurance agent; Samuel H. Somersall, another merchant; and John Shields, who held a responsible position with the C.P.R. I proceeded to make contact with the chairman. He told me that the board had decided they must increase their staff to three, that they would not meet until the following week, but that he would make an appointment for me with J. T. Ross, the new inspector of the Strathcona District. The interview with Mr. Ross was held in Mr. McLean's office, and on the basis of Mr. Ross's appraisal and Mr. McLean's recommendation I was named the third member of the staff of Strathcona High School, under the principalship of R. S. Jenkins. Until a few months previously this position had been held by Duncan Stewart MacKenzie, who had been appointed Deputy Minister of Education for the newly organized province. One of my colleagues, D. A McKerricher, is now living in Vancouver.

Before many weeks had passed, I met the other members of the board either socially or in a business way and reached the conclusion that if men of this calibre could be induced to stand for election to the school board, I was all for that method of securing public servants to have charge of school affairs. Since that time fifty years have elapsed, during which I have had countless contacts with members of school boards both in their corporate capacity and as individuals. The citizens of Alberta owe a debt to their trustees far beyond their knowing and also far beyond any possibility of repayment.

Now I must return to the matter of certification. Mr. MacKenzie arranged an opportunity for me to put my case before the Minister. Mr. A. C. Rutherford, Premier and Minister of Education, had been secretary-treasurer of the Strathcona District before becoming premier and, of course, was anxious to see the high-school staff of this constituency built up. So he instructed his deputy to write to New Brunswick and get all available information about my training for teaching and a report on my success as a teacher. In the meantime, he recommended that I be put to work. The matter of my standing was never again questioned, though I heard many

years later that the Minister had protected himself by having an Order-in-Council passed to regularize my certification.

In 1906, classes of the Strathcona High School were held on the second and third floors of the Grandin Street School, which was renamed the Old King Edward School when the present King Edward School was built in 1912. We continued in these cramped quarters for two and a half years until the new high school building was completed at the end of 1908. The organization was quite different from the grade system with which I had been familiar all my life. Here, I discovered, senior pupils came to the high school from standard five - a degree of attainment roughly comparable to grade nine. Standards six, seven, and eight, the high-school years, were the equivalents of grades ten, eleven (junior matriculation), and twelve (senior matriculation). In the year preceding my arrival there had been but one student in standard eight. In my first year there were three — two of them are still living.

In contrast to the Strathcona High School of those days, today's Strathcona Composite High School is housed in a palatial building complete with shops, swimming pool, drama department, and combined auditorium and gymnasium. The building has approximately one hundred rooms, counting offices and auxiliary rooms. It has a staff of over fifty and a student body of over 1,300. It was opened in 1955 and is considered one of the best in western Canada.

Dr. David James Goggin had come to Winnipeg to take charge of the normal school in 1884. In 1893 Premier Haultain induced him to come to Regina to open a teacher-training institution and to act as superintendent of education for the Northwest Territories. In 1902, Dr. Goggin and Premier Haultain put before the territorial legislature a school curriculum. It was, with few adaptations, the one currently in use in Ontario. When I studied it I felt that it covered much more than had the courses of study I had used in Quebec and New Brunswick. Since there were only so many hours in the school week, whether in the east or west, I was soon convinced that the consequent lessening of the periods and the extension of time required to complete a subject did not make for the best results, especially in the earlier grades. Dr. Goggin returned to the east later in that year to enter the publishing business -- Phillips says because of the parsimony of the territorial government. Of course,

such terms as "standards" or being in the third or fourth "book" were direct importations from Ontario. I had never before encountered the use of phonics as a method in beginning reading, so I had much to learn before I mastered the new set-up.

On the opening day of school, in late August 1906, the principal called the entire high-school student body — some 56 persons — to one room to hear a sort of speech from the throne. He had been there, along with Mr. McKerricher, the year before. Because he had a very large standard-six class, he thought it well to state the general principles on which he proposed to operate the school. This took a long time in the telling; so I took a sheet of foolscap and drew a rough diagram of the room with little boxes for names. This I passed to Mr. McKerricher with the request that he fill in the names. Soon I had a diagram showing the names of all the students and the standard to which each belonged. During the rest of the speech I matched names and faces. In those days I had a very good memory for both. Next morning, after calling the roll, I contemplated the thirty-odd standard-six faces in front of me for a couple of minutes, occasionally glancing at my chart. Finally my eye landed on a long, lanky individual whose seat was about three sizes too small for him. Obviously he had to take a semi-reclining position with his legs occupying aisle space on either side of the boy in front of him. Without as much as looking in his direction, I turned my back on the class and began to write something on the board. I barked, "Carmichael, sit up!" One could have heard a pin drop, as I was a new specimen who was supposed to know no one. This boy completed standard seven (junior matriculation) with us, joined the Dominion Civil Service, didn't bother with university, but became Collector of the Port of Vancouver. He retired three years ago and still lives at the coast. I may tell you I would not bark at him today.

My second standard-eight class numbered seven — all are now dead. The last of them, John Stanley Walter, who farmed some distance south of Edmonton, died in 1962. Two were killed in World War I.

By the fall of 1907, it became evident that the entire space in the Grandin Street School should be used for the elementary grades and that new and more commodious quarters must be provided for the high school. The board had secured the north half of a block between 105 and 106 Streets on 84th

Avenue. We begged them to buy the south half as well. The mere suggestion of such an expenditure convinced them that we were of no great value as advisers. So they turned to the architect who had just completed the Victoria High School in Edmonton. It must be borne in mind that Edmonton and Strathcona were separate municipalities in those days and were also rivals in every field of activity. The architect had been trained in England and knew nothing about the requirements of schools that made any pretense of teaching physics and chemistry. While by now I had been emancipated from these subjects, I was still available for consultation, so it was natural for the architect to turn to me. Fortunately I had been for some years a reader of The School Review, a journal of secondary education published somewhere in New England. It was filled with advertisements of suppliers of science equipment, and one firm even offered to furnish layouts for science departments in high schools. I had corresponded with this firm for equipment, so I wrote and asked for suggestions as to how to lay out our space. Almost immediately they sent blueprints of what they considered the best utilization of space such as ours. The architect incorporated this in his plan. The board adopted the plan in its entirety. In the brochure, published at the time of the official opening of the school, February 1909, three paragraphs were devoted to a description of this provision for up-to-the-minute science teaching. In his enthusiasm the writer said, "In few places on the continent can students find a place where secondary education may be carried on under such favorable conditions."

When we moved to the new building in January 1909, we had a considerably enlarged staff. One of the newcomers taught French across the hall from my room. Often after lunch he was not at his best. Some members of the class were not taking his subject but were required to remain in the room preparing homework. In the spring, when the days were warm and any kind of study was a weariness of the flesh, two or three would sit on the window sills. The instructor, struggling with French, paid little attention to the loungers at the back of the room. The more adventurous of these used to slip down from the open window into the lane, come through the main corridor, and re-enter the classroom. The teacher would promptly lecture the newcomer for being late and disturbing the class. The same boy had been known to re-enter the class three times during a single period.

Several of the girls who were my students in those days married and continue to live in Edmonton; these I see frequently. Those living elsewhere I have for the most part lost track of, with one exception. One young lady married and made her home in Australia. Some months ago I had a telephone call from a woman who identified herself as the daughter of my former student. She had come from Australia to Vancouver for some special training and had been charged before leaving home to visit relatives in Alberta and particularly to get in touch with me. As you may imagine, it gave me a great thrill to be remembered after fifty years.

From the very happy situation in the new buildings, I retired to the life of an itinerant school inspector. The considerations that induced me to make this change were, as I remember them, three. First, there was the matter of prestige. I had observed that as soon as teachers attained any emin-

ence in administration as principals or as classroom performers they were selected for the work of inspection. It seemed to be the logical next step. In the second place, although I had always enjoyed teaching, I feared that as time went on I might grow stale, find it a burden to myself, and become a bore to students. Inspection would certainly provide variety. How much variety and challenge I was to discover later. Lastly, I thought it would be exciting to be able to plan one's own time and to know no rivalry except to make one's inspectorate the envy of the neighbors. I had visions of experimentation, the release of my best teachers for demonstration work, and the kindling of the ambition of the abler pupils of a large area. I am sad to think how far short of the attainment of these ideals I fell. Present-day superintendents are able to do many of the things I dreamed of, but still they have too much work to do.

Chapter Four School Inspector

N August 1906 I had joined the staff of Strathcona High School. In November 1909 the Minister of Education, the Honourable A. C. Rutherford, invited me to his office and said, "We are planning to establish a new inspectorate at Wetaskiwin. How would you like to take charge?" I was taken aback by the unexpectedness of the suggestion, and without any reflection as to my fitness for such a responsibility, I could only murmur, "Yes, sir. Thank you, sir." I was to take over my duties at the beginning of the new year. In the intervening six weeks I had ample time for reflection and many a cold sweat.

Appointments to the inspection staff were made by Order-in-Council on the recommendation of the Minister of Education. He in turn had the advice of his Chief Inspector, John T. Ross. Mr. Ross had himself begun work as an inspector for the district of Strathcona shortly before I was engaged as a teacher. I had met him on his official visits to the high school, so he was quite well known to me. In the interval between my interview with the Minister and the effective date of my appointment, I visited the Chief Inspector's office on at least two occasions and ventured to ask for some direction. He looked at me as if I were daft to think that anyone selected for this lofty post would not know instinctively what an inspector was for and what he should do. By way of dismissal he directed someone to show me samples of reports on inspectoral visits which he and his colleagues had written.

Thus, with no delineation of duties, I was turned loose. I was the inspector, wasn't I? — a heaven-

born government official, expected to know all the answers and procedures, whether the requirement might be a recitation of the qualifications for the position of school trustee in a rural district, or a demonstration of the approved method of teaching phonics (something of which I had never heard in New Brunswick, where we had been brought up on the Royal Readers - "look and say" - imported directly from Scotland).

A few days before my hegira to Wetaskiwin I had been furnished with a map of the area whose educational destinies had been entrusted to me. On examination of the map I discovered that the inspectorate extended from Buck Lake on the west to Spring Lake, southeast of Daysland — a distance of some one hundred and thirty miles as the crow flies. But no crow would ever dream of following the trails used by the local inhabitants. In the other direction the inspectorate stretched from some miles north of Leduc to a line a few miles north of Ponoka. It included the greater part of the Erminskin Indian Reservation. I had about as much trouble reaching the schools on either side of the reservation as Minister of Highways Taylor had in locating his new four-lane highway to Calgary. I would not have been prevented from driving across

the reservation, but there was an absence of anything resembling a trail. My territory included all of the Leduc oilfield. (Oh, that I had bought the farm now famous as the location of Discovery No. 1 and its satellites!) It was an area of noble proportions. Four and one-half school inspectors are now required to cover the same territory adequately.

My first move was to purchase a team of light horses, a cutter, and a buggy. The trails were such that even a Model T would have done Mr. Ford no credit. My mode of transportation, the distances to be covered, and the character of the roads made it necessary to be absent from headquarters for two weeks or more at a stretch. I usually got back some time on Saturday. The winter of 1910 set a record for depth of snow. To meet another traveller on the road meant that both teams had to surmount the high ridges of snow on either side of the trail. This was an extra hazard. On one occasion I went so far up the wall that the cutter toppled over on its side and ejected me into six feet of wet snow. To keep myself from being smothered, I dropped the reins. Realizing that they were on their own, the horses took off for home, dragging the overturned cutter on its side. This served only to add to their panic. I had no option but to cover the intervening six and one-half miles on foot. It hardly need be said that the team, having run all the way, came in first. Somewhere along the way the cutter righted itself and arrived at the livery stable not too much the worse for this experience. Horses and I never became great friends, though I had grown up on a farm with every type of farm animal. I had always preferred pigs and cattle for my ministrations. They were less temperamental.

Another time I attempted to drive from Pigeon Lake to Chesterwold over a logging road. It shouldn't have taken more than a couple of hours; however, on the way I encountered a stump which ripped off one of the angle braces that not only helped to support the body of the cutter but also prevented the runners from spreading. As a result, my pace was reduced to a slow crawl. It was after midnight when I arrived at the home of the farmer who was secretary of the district school board. I had seen no habitation on the entire trip. After I made a thunderous racket, the farmer finally appeared — in no mood to listen to fairy stories. I had never been there before, but identified myself as best I could and ended with the declaration that I must spend the rest of the night in his home. He demurred. What was I doing wandering around at

that hour? He had no room, little food, and I should have known that the school was not in operation anyway. Of course I knew the school was not in operation, and the main purpose of my visit was to find out why. It did not seem a good time to argue this point, so I merely said, "I have to rest these horses and I shall either sit up by the fire in your kitchen or sleep in the hay with the horses." Realizing that I was not to be deterred, he helped me put the horses in the stable and led the way to the kitchen. I had had no supper, but at least I was under cover. Along one wall was an old sofa whose springs had long since lost their moorings and were sticking up like mountain peaks. My reluctant host brought me a blanket and quilt which he had requisitioned from beds whose occupants were again asleep. He spread the blanket on the sofa, saying, "If it gets too uncomfortable try sitting up for awhile, and don't forget to put wood on the fire." In the morning he proved to be very kind and after breakfast helped me to repair the cutter with hay wire so I was able to get to a blacksmith. Ever since, I have had greater admiration for St. Paul in "his journeyings often in perils in the wilderness, in fastings often, in weariness and cold".

In the years 1909-13 school districts were being

organized at the rate of one every school day, or in excess of two hundred per year. Supervision of the setting up of these districts and the task of getting them off on the right foot required a great deal of the inspector's time. Men who could meet the few requirements laid down for trustees were scarce. A favorite practice of the bachelor homesteaders was to get one or preferably two of their own numbers elected to the three-man board. In this way they made sure that the school was kept in operation a minimum number of days, and so the taxes were kept down. One time I had with great difficulty succeeded in mapping out an area which contained the minimum number of children. I had personally visited every male in the district and persuaded them not to vote against the organization, and had secured the consent of the three men most concerned about good schools to stand for election as trustees. Election notices were duly posted with a day set for nomination. I, "good, easy man", assumed that those in question would be elected by acclamation. Not so, however. A newcomer who could barely qualify (his name had been on the assessment roll for less than a year, to say nothing of his citizenship) contrived to get himself nominated. I visited him in an effort to persuade him to

withdraw. I pointed out that he had no children, was a long way from the school where the meetings would be held, had no proper conveyance for getting there, and was not familiar with our ways of carrying on school business. He was not to be dissuaded. To my complete disgust he was elected, defeating the man whom I had persuaded to act as chairman. When I learned what had happened, I decided to teach this setter-of-well-laid-plans-atnaught a lesson. So I visited the new trustee to acquaint him with his duties, and believe me, left nothing out in my recital of what a trustee might have to do. At the conclusion of this statement, he looked at me and said, "I suppose you pay two dollars a day the same way they do in Dakota." I said, "We do not. There are plenty of Canadians willing to take on this public service without pay. You'll serve without pay and do your duty." His rejoinder was, "I tank I let Larson have it." I said, "I tank you do nothing of the sort. You put us to the expense and delay of holding an election. You will serve your full term, be in attendance at all board meetings, and carry out all the tasks the board assigns to you." I then gave him a lecture on the penalties for malfeasance in office, neglect of duty, and breach of the oath which he had already taken, choosing suitably long and high-sounding words. I told him further that in this country dereliction of duty was a most serious offense. All this made a deep impression. His attendance at meetings was perfect and the other trustees reported him most co-operative.

The biggest headache of the inspector of those days was the shortage of qualified teachers. The Calgary Normal School trained only about half enough teachers to meet the demand, though it graduated classes twice a year. As a result, the schools had to be manned with people who had drifted into this pioneer country from the ends of the earth. Some had had a modicum of training as pupil teachers and had left Britain to that country's great relief. Others had come in search of adventure, had not found work, and had turned to teaching as a temporary means of livelihood until their luck should change. I was obsessed with the idea that the schools must be kept open so the children might get the rudiments of an education. This led me to place in charge of schools some individuals at whom a more experienced person would not have given a second glance. Few of them had credentials of any sort. They claimed for themselves whatever education and other virtues they thought might move the inspector to action. We then had to place these lame ducks in schools, knowing very well that they would probably be gone before the Department of Education would be able to check their claims. On a few occasions we found amongst these "permit" teachers people with a real genius for teaching, and we were able to encourage them to proceed to regular qualification. It was my duty as the inspector to find a vacant school where the so-called "teacher" could do the least harm (and by a miracle might even do some good), take him there, introduce him to the secretary, arrange to have the children notified, explain to him what a curriculum was, and exact a promise that he would read it and in some measure follow it. On my return, if he was still there, I found that to depend on the printed word was the "vanity of vanities".

While serving as a teacher in Strathcona and an inspector at Wetaskiwin, I made my first contacts with the newly established University of Alberta. Classes in the university had begun in October 1908. At the first Convocation, held that same month, I was granted a B.A. degree *ad eundem* on the basis of my degree from the University of New Brunswick, awarded eight years earlier. The staff of the univer-

sity soon organized classes on the graduate level, especially for teachers who could attend lectures during the period from 4 to 6 p.m. I registered for a master's degree in English and history. In English I had the priceless privilege of instruction at the hands of Dr. Edmund Kemper Broadus. My debt to him can never be adequately expressed. These classes carried on through 1909 and the spring of 1910. My attendance in 1910 was very irregular and I had to depend on others for lecture notes. For Dr. Tory, whose history class was small, I did a great amount of reading and produced a monumental thesis on the House of Lords. This was accepted, and a typed and illustrated copy was deposited in the university library where I am sure it has long since given place to more modern disquisitions. In any case, I met the requirements and was duly awarded a Master of Arts degree at the first regular Convocation in May 1911. It is saddening to realize that of the eight who received degrees that day, no one survives but me.

About a year after receiving the master's degree, I left Wetaskiwin to accept a post in the southern part of the province. In mid-summer 1912, J. A. Smith, who had been inspector of the Calgary District, resigned to become assistant superintendent of the Calgary schools. Either because it was thought that I needed a rest or that the people were entitled to a change (I never inquired which) I was transferred to Calgary. My new territory extended from a line some miles east of Bassano to Laggan on the west. I sold my cayuses and depended on the railway, livery teams, and an occasional trip by motor. Almost all the schools east of Calgary were in the C.P.R. Irrigation Block. It was war-time and, though many of the settlers were away on active duty, the high annual payments on the land went on. Even though these were spread over a twenty-year period, there was very little money. Consequently schools were kept in operation with difficulty. As in the north, there were a few parents in each district who were ready to make any sacrifice of which they were capable in order that their children might have some opportunity for an education. The sacrifices were not all on the part of the parents. Pupils clad very thinly trudged miles to school on the coldest of winter days. More than once I said to the teacher, "See to it that you give these children all you've got. Nothing less will justify the hardship they undergo in getting here."

At this point in my narrative I should like to leave aside school affairs and refer to some matters

of a personal nature. While in Wetaskiwin, I was away from home so frequently over weekends that I had little opportunity to participate in civic, social, or church activities. Some time before leaving Edmonton to go to Wetaskiwin I had become engaged to be married, and so most free weekends were spent in Edmonton. Things were quite different in Calgary. We had found a home in the Hillhurst subdivision but had been invited to join the First Baptist Church in the central part of the city. As an inducement I was offered a very important Bible class. A few days later the minister of the small Hillhurst Church called on us. Innocently I recounted what had happened in the matter of First Church. He was indignant that we should even think of going across the city when we had a church quite near. He thereupon read me a lecture which I have never forgotten. "How," he said, "could a church be established in Hillhurst if people like ourselves went streaking away to the First Church, which did not need us anyway?" My wife and I conferred for a few minutes and somewhat sheepishly agreed to be in one of the front seats on the following Sunday morning. Later I became superintendent of the Sunday school. But to begin with I was given a class of seven teen-age boys, with most of whom I have kept in contact over the years. One became a successful doctor, who died recently in New York City. Another is a well-liked high school principal in Calgary. Another distinguished himself in the metal trades and is frequently called to instruct apprentices.

Let us return now to my duties as an inspector of schools. In my tours as inspector I met many interesting people. Time will permit mention of but a few of these. They are all chosen from the Wetaskiwin area. My longer stay there made more intimate acquaintance possible. Mention will be made of three trustees, three teachers, and four or five pupils.

Among the trustees was J. F. Fowler of Wetaskiwin. Mr. Fowler successfully operated a large department store. He was chairman of the public school board for years. Though a life-long Conservative and a candidate for the legislature on more than one occasion, so widely was his interest in education known and respected that the Liberal Rutherford Government, without hesitation, appointed him to the educational council of the province. Active in the School Trustees' Association, he and I collaborated in staging one of the early conventions of the association in Wetaskiwin.

The thought of Mr. Fowler reminds me of an incident connected with school examinations. One of the duties of the inspector was to arrange for holding the grade eight examinations at suitable points throughout the inspectorate, and to preside in person at his own home base. The examinations were given during the first week in July. The weather was hot, and the supplies late in arriving, so I had to get down to the Alexandra School very early to get the stage properly set. I had doffed my coat, rolled up my sleeves, and was busy carrying great loads of question-papers, answer-papers, and supplies from the school office, where they were kept under lock and key, to the examination room on the top floor. While I was thus engaged, reeking with dust and perspiration, Mr. Fowler appeared. Always a stickler for decency and dignity, he said, "You should never come before the pupils looking like that. At least put on your coat." I said, "Man, the only reason I haven't taken off my shirt is because I haven't had time." He decided that the new inspector was impossible, and left without another word.

Then I remember Dennis Twomey, a highly respected citizen of Camrose. Mr. Twomey was a staunch and active Roman Catholic, but was op-

posed on principle to separate schools. He held that they made for division in the community. At our first conference he said, "If you will use your influence to see that a fair proportion of teachers appointed to the staff of our schools are Roman Catholics, there will be no separate school district here while I live." Both of us kept this bargain. While there is a Roman Catholic separate school district in the city of Camrose today, it was not set up till long after Mr. Twomey's death.

In the district of Bardo, north of Camrose, the chairman of the board was P. B. Anderson, a successful farmer and a kind of Pooh-Bah in the neighborhood. The secretary was T. A. Rorem. They were highly intelligent, and by the standards of rural trustees of that day, well-educated. Early in 1910 we had a public meeting to discuss the replacement of the original log school (which had settled into the ground until one had to go down two steps to get into it) with a new two-room school, an unheard of extravagance for a rural district in those days. In the fall I planned my routine visit and notified Mr. Rorem as to the date I expected to be in Bardo. I suggested to him that I should like to meet with him and the chairman. I waited during the afternoon's inspection for the

appearance of Mr. Anderson. Finally I asked the secretary whether he thought the chairman would show up. Mr. Rorem said, "I told him of your visit and your request that he come over to the school. All he said was, 'Well, the inspector knows where I live.'"

The dean of teachers with whom I was to deal was John W. Russell, principal of the Camrose schools. Mr. Russell was an experienced teacher who had come to Camrose from the south of the province a few years before. His schools were well organized; he was an excellent classroom man, and was held in the highest esteem by parents and pupils alike. He was later appointed an inspector. When his reports came to my desk some years later in the Department of Education, I always read them with delight. He retired to Ontario where he lived into his mid-nineties.

One afternoon I made a routine call at a school a few miles west of New Norway. It was a heavy school and the young man in charge was named M. J. Coldwell. He had been trained in England and this was his first school in this country. Because he had never had to cope with a large school where grades ranged from one to eight, nor with a rigid curriculum, he was frustrated and discour-

aged. He said that if he could stick it to the end of the term, he was through. I had been impressed with his handling of the classes, his evident interest in the pupils as individuals, and his frankness. I suggested that he dismiss the school half an hour early that we might discuss his problem. For two hours I sought to restore his morale, point out his strengths as I saw them, and magnify the good he might do for these children. He was quite the best-qualified teacher I'd seen in many visits, and I was very anxious to hang onto him. He is now, of course, the honored, beloved, retired leader of the former C.C.F. On many occasions since, he has publicly declared that this interview kept him in the teaching profession.

A third teacher whom I recall with great vividness was R. J. Gaunt. Mr. Gaunt was the holder of an Ontario certificate of the second class. He had not intended to teach in Alberta but, seeing the shortage of teachers, he agreed to carry on until a satisfactory replacement could be found. He was placed in charge of grade eight in Wetaskiwin. In January 1911 the board opened its King Edward Elementary School east of the C.P.R. tracks. As a result of someone's rare good judgment, Mr. Gaunt was named principal, though the highest grade in

the school at that time was grade four, then regarded as the private domain of women teachers. This fact did not daunt the new principal. He was very fond of children, especially the younger ones, and they in turn were completely devoted to him. He used to address the boys by their surnames, and when he had two boys of the same name he called them Smith Major and Smith Minor. On my first visit during the depth of winter (I kept off the road in January and February if I could possibly extend visits to town schools to cover those two months), I found a very lively class with Mr. Gaunt apparently enjoying the proceedings greatly. I was duly seated at the back of the room and a short time later, with the lesson in full swing and going forward with all the zest and enthusiasm grade four youngsters could put into it, I noticed two of the supposed participants with their heads on their hands on their desk tops, sound asleep. Neighbors of the sleepers regarded this as an occasion for great merriment and, by gesticulations, directed the attention of the teacher to the fact that he had lost the attention of part of his audience. Without changing tone or tempo he said, "I'll skin anybody who wakes them up!" and went on till the end of the lesson. At recess he explained to me that these youngsters had had to leave home very early to cover the intervening two miles of heavy going, and he felt the nap would be of more value to them than anything that was going on in the classroom. That incident so endeared him to me that we remained understanding friends until his death. I persuaded him to register for university courses in the fall and, at the conclusion of the term, put him in charge of a "summer school" where he was to remain until mid-October. On my representation as to the need for him to remain the longest possible time in this school, the university permitted him to take up attendance three weeks late. I accompanied him to Edmonton to make sure that he didn't weaken even at that late date. It happened that his first class was English 2, over which Dr. Broadus was presiding. Dr. Broadus had given his first test, an English essay designed to give him some idea of the quality of the new crop of students. He had completed the reading of these exhibits the night before and was obviously disappointed. At any rate, he was in a foul mood. Striding up and down with his gown swelling in response to his disillusionment and anger, he proceeded to take the hide off the luckless writers in huge strips. In the midst of this diatribe he caught sight of my friend Gaunt, whom he could not remember having seen before. Pulling himself up in front of Gaunt he said, "And who might you be?" Gaunt replied with baited breath, "Just a visitor." The lecturer could think of no suitably devastating answer, so he resumed his description of the ancestry, home training, and instructional abilities of the teachers who had pawned off such a bunch of nitwits on him. Later that afternoon, describing the incident to me, Gaunt said, "I wouldn't have drawn his fire today if I never got a degree." However, by dint of teaching summer schools and tutoring he was able to remain in the university and graduate with his class. He enlisted as a private soldier soon after and served in that capacity in France till the Armistice. On his return to Alberta I was able to persuade the Minister of Education to appoint him an inspector, though he had never held any important teaching position and had no high-school teaching experience. He found the drudgery of struggling with the lack of interest and imagination of rural school trustees so irksome that he resigned and took up the study of law. He later joined the staff of the Attorney General and continued there till his death.

On my first visit to the Bardo school, I dis-

covered two most promising boys in grade eight in the persons of Nelius and Chester Ronning. They had been born in China of missionary parents. They continued their education at Camrose College and entered the University of Alberta. Unhappily, Nelius was drowned while doing survey work in the Northwest Territories before he had completed his university courses. Chester, after serving a term in the provincial legislature, entered the diplomatic service where he has served his country well in Norway, China, and India.

One of the students who wrote departmental examinations under my supervision in Wetaskiwin was Reuben B. Sandin. He carried on with his education until he secured his doctorate in chemistry. He has been for many years a popular and distinguished professor of chemistry at the University of Alberta.

Another outstanding youth of the Wetaskiwin of those days was Norman A. MacEachren. He entered the milling business with his father and later succeeded him. Under his direction, the business flourished. He is still one of the most substantial citizens in Wetaskiwin. He has served on the school board for many years, is always busy with public activities calculated to benefit his community, and

is properly held in the highest regard by his fellow citizens. He has extended to me a warm and valued friendship for more than forty years.

At Sunnyvale School, east of Leduc, I found Nesbitt E. Alexander. Sunnyvale was not a very good school in those days, but in some way it kindled the ambition of this lad. He proceeded to study medicine and for many years has been a very successful practitioner in Edmonton.

One school district, south of Camrose, will always remain in my memory. Whenever I drove into the schoolyard, four of the older boys immediately emerged from the school. Two unhitched the team and took it to the stable. The oldest of the group shook hands with me, inquired after my health, and assured me that they were glad to see me. The fourth delved into the back of the buggy for my brief case. Thus escorted, I entered school. On our arrival, the pupils all stood while I was conducted to the front of the room to be formally presented to the teacher. All that was needed was a flourish of trumpets to make my appearance a triumph.

Most of the children brought their lunches, and on the one occasion when I timed my visit for the morning, I was invited to stay with them for lunch. By this time I knew all of them and could call them by name. Newcomers, all beginners, were formally introduced by older brothers and sisters. These visits were the highlight of my experiences in the Wetaskiwin inspectorate. How this ritual came to be I do not know, but it revealed to me the place the inspector might hold in the hearts of the children if only he had time to cultivate it. As for the Ross's, the Capsey's (seven girls), and the Hutchinson's, may their tribes increase!

Inspection in those days was a hard life, but to the dedicated man the opportunity to kindle the spark of ambition in some pupils, to encourage and build the morale of the teachers, and to spread the gospel of sacrifice for their children to the parents was beyond price. I regard my four years of inspection service as among the most rewarding of my life - an experience I would not willingly have missed.

Chapter Five Graduate Student

HEN I left the University of New Brunswick in June 1900 no one said to me, "This is just the beginning — you should look forward to graduate work in classics or English or history." The general attitude appeared to be, "Now you have arrived." In this connection it must be admitted that few universities at that time were either staffed or equipped to offer courses on the graduate level.

The general climate was quite different when the new University of Alberta opened its doors. All members of the staff had advanced degrees and all were eager to teach. The number of regular students was small, so they had time on their hands. To meet the needs of teachers, classes on the graduate level were offered in foreign languages, sciences, history, and English. This gesture on the part of the university met with a ready response from those who were looking for an advanced degree and from many others who were registered as part-time students. English and history proved very popular. Many of the elementary-school teachers had never seen a university in action before and welcomed the opportunity to sample its offerings.

I soon found myself involved in courses in both English and history, the former with Dr. Broadus and the latter with the president himself. While President Tory was an undoubted scholar in any field which he professed, he had not quite the touch in medieval history that he brought to modern history and mathematics. This was caused partly by his being some years away from medieval history and partly by the pressure of his administrative duties. As a consequence I have only a few vivid

recollections of his lectures. Those lectures consisted largely of challenging statements which he made us investigate and report on at the next class meeting. Needless to say our reports were subjected to the scrutiny not only of a well-trained mind but to a mature and keen interpreter of the present in terms of what had happened in the past. For the first time I was treated as a mature person and required to form judgments not only on what I read but on other men's critical conclusions. While it was in the main a reading course, it was of the greatest value in the development of independent thinking.

With Dr. Broadus the situation was different. His lectures were always well prepared and right to the point. Again, there was much preparatory reading, and we knew that unless it had been done we would miss the significance of much that he said. One of his courses was on the development of the English novel. In the hands of Broadus it was a challenge to the most thoughtful and mature. I recall that each class member was assigned a problem on which to report. I do not recall the title of my topic, but I did a volume of reading such as I have never before tackled, and my analysis covered three of the blackboards in the classroom. Dr. Broadus as usual came in with a swish exactly on the hour, took one look at the display on the blackboards, and said, before seating himself, "At least the man has made some preparation." It is my considered opinion that Dr. Edmund Kemper Broadus was the most stimulating instructor of all the men of whose classes I have been a member. But he was a holy terror to people who were not interested.

By some strange chance I found myself doing my thesis for the M.A. degree in history rather than in English, to the disappointment of both Dr. Broadus and myself. I registered in course work in the fall of 1909, attended classes through the year 1909-10, wrote the thesis in 1910-11, and was granted my master's degree in 1911. I had found the discipline of the courses so interesting and worthwhile that I determined to carry on a course of reading in English independently. Nothing came of this, due, I like to think, to the physical exhaustion of the long drives and the wearisome task of writing inspector's reports — three for each school visit: one for the Department, one for the teacher, and one for the trustees. That meant as many as thirty reports some weekends, and we had neither typewriters nor secretaries.

Then during the Christmas week of 1913 there came a summons to Edmonton and the announcement, "We have decided to send you to Teachers College, on salary, preparatory to taking over the principalship of the normal school at Camrose." Of course I was flattered, thrilled, and not a little frightened at this prospect. Somewhere I had heard that after thirty, one learned with great difficulty, especially abstract material such as philosophy and psychology — the more so when one had been away from formal classroom study as long as I had. With considerable trepidation I proceeded with my wife and infant son to New York in early January 1914. Fortunately I knew a Canadian at Teachers College who was finishing his Ph.D. in June. He helped me find an apartment and work my way through the intricacies of registration. His doctoral work had been done with a view to teaching in a university faculty of education, so he was able to give me valuable advice as to men and courses. His conclusion was, "Be sure of the man and pick your courses afterwards."

On the advice of my friend, I found myself in courses presided over by Dr. Paul Monroe, a great authority on the history of education; Dr. Henry F. Suzzalo of sociology fame, later the

president of the University of Washington; Dr. Milo B. Hillegas in elementary education; and Dr. George Drayton Strayer, a name to conjure with, in educational administration. It was the heyday of educational surveys, and Dr. Strayer was in his element lining up contracts for surveys and teams of surveyors all across the country. Finally there was Dr. Edward L. Thorndike, who taught educational psychology.

It was thought that anyone studying education at Columbia University must have at least one course from Dr. John Dewey whether or not he understood anything the great man was talking about. At that time, Teachers College had a benevolent regulation which allowed a try-out period of three days during which one might attend classes before reaching a decision as to final registration. I elected to spend my three days of grace with Dr. Dewey. At the conclusion of the first lecture I was set upon by three huskies who assured me that no one had ever been known to pass a Dewey course without someone to interpret what he was saying. They told me that I should sign on with them without delay for this tutorial service at what, they assured me, would be a modest fee. By now I was becoming a bit more sure of myself, so I said

I would not make a commitment until I had heard the three lectures. Sure enough, on the third day they were waiting for me, ready to sign me on. My decision was, "It is true that I did not understand what he was talking about, but I doubt if you do either. We shall not be doing any business since I have decided to register in educational psychology instead."

I knew there was no one on the Camrose staff who could carry the psychology except myself. I decided that I must have a build-up in this subject from someone. After Dr. Dewey, the next most famous name at Teachers College was Dr. Edward L. Thorndike. I registered for his course. His lecture room was a large theatre which served as an adjunct to his laboratories. On the opening morning he came in, hitched himself up on the long laboratory counter which ran all the way across the front of the room, and after looking us over said, "We shall use these periods to answer any problems you may have. I am a pitiable lecturer. My lectures are in print in three volumes. Buy and read them and we'll discuss during these meetings any difficulties you may have." Soon after that the Wednesday class was taken over by a junior professor in the department, and he gave us real help. To be fair, the printed lectures

were not too difficult if one could find time to cover the sixteen or seventeen hundred pages in the three volumes. After about two months I awakened to the fact that the examination on the course would be over about six weeks before I finished my reading. I got some advice as to how to step up the speed of my reading and completed it in time to meet the examination head on.

In addition to the distinguished professors mentioned above, I had courses with Dr. Ellwood P. Cubberley, like Monroe well known in the history of education; Dr. William Bagley, on normal school education; and Dr. William Heard Kilpatrick, one of the greats both as a teacher and a scholar.

I had a summer school course in the philosophy of education with Dr. Kilpatrick (Killie as he was affectionately known to generations of students). His summer courses drew enormous registrations. From him I learned a technique which I think unbeatable if an instructor has a class of some two or three hundred students. As a part of the first session's program, he divided the whole mob into small groups of from ten to twelve students, told us the practice he would follow, and then distributed an outline of his course all neatly subdivided into topics. One or two of these would be announced as those chosen for the next day's discussion. Each group was to meet for periods of two hours every afternoon for discussion and formulation of conclusions to be reported if called upon. Each group elected a chairman who organized the discussions and a spokesman who reported for the group. Each group then chose one of the topics assigned for intensive study, but was supposed to give sufficient attention to the others to be able to understand the reports on them. The ensuing group discussions and the drafting of conclusions proved both interesting and stimulating. Members of the group reporting at the class session had to be prepared to defend the conclusion reached and, at the same time, attack those of other groups who had reached different conclusions. At the end of the class period the professor would, in a few minutes, summarize the findings which he considered sound. I believe I have never attended a course where more thinking was required and where greater exactness of expression was demanded. It was a heavy course for all concerned, but for the professor it was a task of the first magnitude. The group chairmen kept track of attendance at the informal sessions, but no record was kept of participation in the discussions. That was taken care of in the comprehensive examination at the end of the course. Dr. Kilpatrick is, I think, still living. A few years ago, on his eightieth birthday, a great reunion of his former students was staged. They gathered from all parts of the United States and Canada to do him honor. While he held mainly to the Dewey tradition, he always kept his feet on the ground. It is doubtful that any man except Dewey himself has exerted a greater influence on American education.

Another summer course which I remember well was given by the Commissioner of Education for the state of New York. He organized an excursion by steamer up the Hudson River to Albany, with a day's visit to the offices of the State department of education. Over the entrance to the great educational headquarters was the motto, "Education is the eternal debt maturity owes to youth."

I was so taken with the courses I had at Columbia that I returned for the summer sessions of 1916 and 1917 and the winter term of 1920. At that time I wrote the examinations, preliminary to embarking on a dissertation for the Ph.D. degree. I suggested for the dissertation a number of topics having to do with Canadian education — topics which I thought

might be of value to me and perhaps to others engaged in administration. As none of these involved the gathering and interpretation of volumes of statistics, none was found acceptable. I was a busy man engaged in the review and major revision of the Alberta curriculum. I could find no reason for spending months on investigations involving mathematical data, computers, and the like in which I had no interest anyway, so I regretfully cancelled my registration for the Ph.D. degree. I was invited to renew it some years later. The fact that these later excursions were made at my own expense may have had some bearing on my decision not to complete the final requirements of the program.

From the account I have just given, you will realize that I regard my experiences at Columbia University as priceless. In addition to the regular courses there were countless opportunities to hear distinguished lecturers from all over the world. I remember Dr. Gilbert Murray of Oxford, the foremost classics scholar of the world and a great English publicist. He gave two lectures and met with the students from the British Commonwealth. It was a never-to-be-forgotten experience. On my first visit to Columbia the group of Canadians was small enough that Dean James Earl Russell, the

head of Teachers College, was able to entertain all of us in his home. This was a privilege. The Old Dean, as he later came to be called, was a dynamic personality who built Teachers College from literally nothing to the foremost school of education in the world.

Just as doctors find it of great value to combine longer or shorter periods of observation and advanced study with visits to large hospitals, so I think leaders in education should be exposed to the best thinking and inspiration of the top men in their fields of specialization. I have, for many years, been an advocate of a high-ranking Canadian graduate school of education. Our Faculty of Graduate Studies at the University of Alberta is fast becoming a national institution. Already its influence is being felt in every province of Canada. A splendid start has been made in attracting students from afar. Departments of education and school authorities must subsidize their key people to enable them to take advantage of these facilities in greatly increased numbers. Here they receive instruction, join in discussion, and have access to materials all definitely related to the Canadian scene. A summer at some great American school after this experience would be all to the good when the man is mature enough

to be able to hold onto what will be applicable in Canada and reject the rest.

It would be my opinion that young Canadians who plan to make a career in education should spend some years in the classroom before proceeding to graduate school — perhaps until they have reached a vice- or assistant-principalship. By that time they would know that a lifetime career in education was their choice and would also know the problems on which they needed more study and observation. The doctorate usually requires a degree of specialization which the principal rarely finds necessary or rewarding. On the other hand, if one is looking forward to service in a teachers' college, a faculty of education, or a department of education, where it is possible to work in a narrower field, a doctor's degree is almost a must. In my view, preparation for the superintendency is quite another matter. The demands are so varied and the problems spread over so wide an area that I think the superintendent needs vision and inspiration quite as much as advanced scholarship. The CEA leadership course for school superintendents, where he will meet men from all parts of the country, and the occasional summer course given by outstanding men whose zeal and philosophy will grip him, will serve his needs better than the intensive specialization required for the doctorate.

Graduate study has been a great delight to me not only for the result and breadth of vision, the great variety of instructors I have met, and fellow students with whom I have worked, but also for the challenge it presented to carry some of this inspiration into the daily tasks that I faced. Here again this exposure to great minds helped me, and I like to think it enabled me to offer a leadership in education in Alberta far more advanced than would have been the case had I not seen some of the wonders that might be.

Chapter Six Teacher Education

When I arrived in Calgary in 1906 I learned that one of the first acts of the Rutherford Government had been the establishment of a normal school, so that the province might train its own young people for the profession of teaching. This youthful institution was installed in temporary quarters in the Central, now the James Short, School. George J. Bryan, the principal, had one assistant in the person of James McCaig. Special subjects such as music and manual training were taught by teachers borrowed from the city. I remember being shown the new normal school building when it was about half completed. This building was later acquired by the Calgary Public School Board and is now its administrative headquarters.

The Calgary Normal School continued to care for the training of new teachers in the province until

1912 when it was decided that a second normal school was needed in northern Alberta. A young, vigorous, and politically forceful member of the legislature, George Peter Smith, persuaded the government that the new institution should be located in Camrose, which at that time had a population of approximately 1,200. Here again it was necessary at first to rent accommodation from the local school board. Dr. James Collins Miller, fresh from Teachers College, Columbia University, was appointed principal, and Miss Donalda J. Dickie was brought from Calgary to be his assistant. Classes were opened in the fall of 1912. It should be remembered that these normal schools operated two four-month terms per year. Even with this expedient, it was not possible to meet the demand with locally trained teachers. One year after the

opening of the Camrose Normal School, Principal Miller resigned to become Director of Technical Education for the province.

In this same year, 1913, as I was finishing my reports a couple of days before Christmas, I had a long-distance call from Edmonton to the effect that the Minister of Education wished to see me. When I protested that I did not wish to leave my family at Christmas he agreed that I might wait till some day during Christmas week. Still in complete ignorance as to whether I was to be reprimanded, transferred to some less desirable district, or fired on the spot, I proceeded to the Minister's office. After a few preliminary remarks I was invited to take Dr. Miller's place as principal of the recently organized Camrose Normal School. This time I had a ready answer. I said that I had been four years trying to learn something about the job I then had, that I liked Calgary, that I had just completed the building of a new house, and that I was not minded to go to the bottom again to work up. The Minister laughed and said, "But we propose to give you eight months' leave and pay your salary to enable you to go to Teachers College at Columbia University to learn all about teacher training and how to run a normal school." This indicated such

an advance in thinking in high places that I accepted at once, subject to concurrence by my wife. Both the Minister and his Deputy took her assent for granted, and the Deputy retorted, "I know your wife! She is not a fool, so we may regard the matter as settled." On that note I returned to Calgary. We rented our new home and proceeded to New York. Of our experiences there I have already made some mention in the previous chapter.

While I must say that in a few days I realized that the Minister of Education had been overoptimistic when he said that within eight months I would learn all about running a normal school, I did find myself reasonably well prepared for the subjects I had inherited from Dr. Miller; namely, History of Education, How We Learn and Class Management. In these subject areas I had had the best instructors on the continent. My own experiences in the classroom and four years of observation of many excellent teachers gave me a fund of information on which I could draw for illustrative purposes.

The classes were small, teaching loads were light, and administrative problems were almost non-existent. Those that I do recall were caused by the middle-aged men who, having failed at everything

else, had decided that four months in comfortable surroundings, with no fees, was not too high a price to pay for legal authority to practice on the children during the day and spend the out-of-school hours where and how they wished. As I recall, they were a sorry lot; most of them would not be considered for a moment today.

I began as principal in Camrose in late August 1914, having come directly from Teachers College. I continued there till October 1918, slightly more than four years. War had been declared in August of 1914. On our way to the Canadian west we saw every railway bridge guarded by fully armed militiamen — quite different from the situation south of the international boundary. It took three years to make the people of the United States realize that their interests were also at stake. My period of service at Camrose coincided roughly with the duration of World War I. Naturally the enrolment of men in the school became progressively smaller. In the second session of 1917 we had not a man amongst those training for the First Class Certificate and but three men in the Second Class Certificate group. This gave me much free time for war work. The Patriotic Fund had been set up in that year, so I spent many days organizing and addressing public meetings in the interest of that fund, often canvassing whole communities on a farm-to-farm basis. In this I had the vigorous support and often the active participation of the Minister of Education. As a result the Camrose constituency made a most creditable showing. These excursions frequently gave me the opportunity of visiting schools where our graduates were in charge.

Since more than forty per cent of the trainees came from urban schools and had never so much as seen the inside of a rural school, it was our task to try to have them visualize a rural school set-up with seven or eight grades in attendance. Two things particularly appalled them: first, the drafting of a timetable which would distribute the teaching day in some equitable way between the grades; and second, the provision of so-called seatwork for those not being taught. To do this required much ingenuity and homework on the part of the teacher. I have seen good teachers nearly driven insane by the bright, fast-working, often careless pupil, interrupting a class to announce, "I have finished that. What shall I do now?" More than once I have felt like saying, "Go to sleep, go outside, go home, or do nothing, so long as you don't interrupt us."

Instruction in the fabrication of timetables fell

to me as a part of the course in class management. I usually began with a discussion of the principles that must be taken into account so that all pupils and all subjects might have a fair share of the teacher's time. Then we would draft a sample considering these principles, always soliciting suggestions from the class members. I did this not so much for the value of these suggestions as to point out how they would conflict with other matters the young trainee must keep in mind. Of course, I always impressed on students that the inspector, of whom they were in mortal fear, always demanded a copy of the timetable almost before he took off his coat. From this he got his first impression of how much work, if any, was being done. I pointed out that to say they kept the timetable at home as a guide to the preparation of the next day's work would not do because the inspector would instruct them to mail a copy to his home within the next three days.

On one occasion I had an unusually bright class where the discussion had been particularly keen. At the conclusion of the lesson I said, "Now, we'll proceed to construct a timetable along these lines. Mr. Henderson, how would you begin?" Mr. Henderson was a tall man, serious-minded, and more mature-looking than most. After some deliberation

and probably remembering his own school days, he said, "I think I would begin with a prayer." When the laughter subsided I said, "I realize that when you are doing the assignment which I am about to give you, prayer will be most desirable. I think we will dispense with it this afternoon unless you would care to lead us." Since he didn't rise to the bait, we had to do the best we could without it.

On another occasion I was discussing with a class of graduates how children learn. I made the mistake of reciting an exploit of my son's, then aged three. A mature man, older than I, said, "Yes, but look at the mother he has." That for me ended all references to home-grown illustrations.

I still keep in touch with a considerable number of graduates of Camrose Normal School who later distinguished themselves. Dr. W. D. McDougall, who became Professor of Education and chairman of the Division of Elementary Education in the University of Alberta, was a member of the first class I had at Camrose. A. J. Skitch, longtime principal of Eastwood School in Edmonton, Mr. Justice Hugh John McDonald, and Mr. W. P. Wagner, retired superintendent of schools in Edmonton, were all in the same class. J. C. Jonason, former inspector of high schools, was for many years prin-

cipal of the practice school, Messrs, H. A. Kostash, L. G. Hall, and Fred Hannochko, all superintendents of schools, attended Camrose Normal School, Another, George K. Haverstock, now retired, in his time played many parts: high school principal, registrar of the Department of Education, principal of the Camrose Normal School, University professor, and inspector of schools. He came to the Camrose Normal School in the fall of 1915 from an important high school position in British Columbia. He wished to qualify in Alberta and so had to take all the subjects required of any candidate for an Alberta certificate, including primary reading, number work, and manual training. One of my vivid recollections is of seeing him seated flat on his living room floor surrounded by sundry vessels of water in which he had soaked reeds to render them pliable enough for weaving baskets. It took a mature man (he was the holder of a university degree) of great determination to submit to such training. I have often thought of his "curses not loud but deep".

In the days when I was principal at Camrose, school boards sometimes had difficulty finding qualified teachers for the high school grades. There were three possible sources of supply. The board could employ teachers with First Class Certificates who might or might not have some university training, or they might be able to secure teachers with university degrees and appropriate certificates. The third choice was to get mature teachers from Great Britain or the United States who had come to the province and desired to continue teaching. The Department of Education felt that these people should have at least a minimum period of indoctrination in such matters as Canadian history, school law, our curriculum, and the organization of schools. These candidates were brought into a normal school for an intensive course of approximately six weeks' duration. Since they could not be integrated into any existing course, the department selected inspectors of wide experience to carry out this specially designed program. I had nothing to do with them except to make them welcome and provide classroom space and such equipment as the instructors might need.

As might be expected, the drafting of timetables was a must. One of my colleagues told me of this experience: after he had pointed out that the only religious instruction permitted at the opening of the school was the recitation of the Lord's Prayer, he turned to a charming young lady, recently from

the United States, and asked, "How much time should be allotted to this?" She promptly said, "I should say about ten minutes." His rejoinder was, "Miss Andrews, I'm afraid you are not as familiar with the Lord's Prayer as a teacher in this country ought to be." In truth most of these recruits were earnest, devoted people who made a significant contribution to our teaching force.

Camrose never attained popularity as a normal school centre. As I mentioned earlier, the war years reduced our registration of males almost to the vanishing point. Besides this, there was a widespread disinclination on the part of the students from urban and rural areas alike to attend a normal school in a small town like Camrose. The former found an absence of many of the amenities to which they were accustomed, and especially a lack of suitable boarding places — something which their friends of former years had publicized widely. The latter felt that since they had to go away from home, they should go to a place where they could get the most by way of new experiences. The attendance problem was one which the Department of Education had to solve. But it did not make for pleasant relations to have a considerable number of unhappy students attending under duress.

By 1919 enough pressure had been built up to induce the government to open a third normal school, this time in Edmonton. Quarters were rented from the Edmonton School Board, in the Highlands Elementary School. Thus the three normal schools operated until the government of the United Farmers of Alberta came into power in 1921. After considerable discussion it was decided in 1923 to close the Edmonton Normal School temporarily or until it could be determined what the need for the training of teachers might be. The Edmonton school remained closed for five years until its reopening in September 1928 in temporary quarters in the King Edward School.

In the same year, 1928, the School of Education was established at the University of Alberta for the preparation of high school teachers. Very soon after this it was decided to establish the Edmonton Normal School in a permanent home near the university campus. I was commissioned by the Minister of Education to visit a number of Canadian and American normal schools and teachers' colleges to observe types of buildings in use and to discuss with principals the details of curricula. The trip took a little more than a month; and the result was the new normal school building in South Edmonton.

This edifice, situated on spacious and beautiful grounds at the end of 82nd Avenue just south of the university hospital, is well known to Edmontonians. It was the home of the Edmonton Normal School from 1929 till the beginning of World War II, when it was turned over to the Royal Canadian Air Force for use as a training centre. After the war the building accommodated the Faculty of Education of the University of Alberta until increased student enrolments forced that faculty to move in 1963 to a still larger edifice ten storeys high situated near the heart of the university campus on 87th Avenue.

Edmonton and Calgary proved to be the most popular centers for teacher education in the province. With the growth of the Edmonton Normal School in permanent quarters, Camrose declined in importance as a center for training teachers. Finally, in June 1918 the Camrose Normal School was closed. The building in Camrose was taken over and put to good use by the Department of Public Welfare.

I now return to the story of my own activities. In October 1918 I was transferred from Camrose to the Department of Education in Edmonton with the title of Supervisor of Schools. It should have been Superintendent of Education, but in the provinces where such an office existed the incumbent ranked above the Deputy Minister. This could not be, and so the new title was invented. With it I lived for seventeen years. The duties assigned to me were general supervision of the following: the office of the registrar, operation of schools, examinations and certificates, teacher education including normal schools, summer schools and teachers' conventions. special problems, courses of study, selection and revision of textbooks, and preparation of annual departmental reports. In connection with teacher training it was my duty to prepare annual announcements for the three normal schools. This I continued to do until 1934-35.

About a decade later, sometime before my retirement from the post of Deputy Minister, it was suggested that all our teacher education should be cared for by the university. It was urged that the teaching profession needed the prestige of university education, that the School of Education and later the Faculty of Education had done most satisfactory work in preparing teachers for junior and senior high schools for many years, and that attendance at the university would attract many students to teaching who otherwise might never consider it as an occupation. Two considerations deterred us: the integration of the normal school staffs into the faculty at the university, and the problem of providing adequate practice experience for students. A committee representing the Department of Education, the University of Alberta, and the two normal schools was set up to study the problem and make a recommendation to the Minister of Education and the board of governors of the university. The committee studied every problem involved in such a transfer and produced a report satisfactory to all concerned. In the academic year 1945-46 all teacher education in the province was transferred to the University of Alberta.

To make sure that all interests concerned with teacher education and certification should have a voice in matters pertaining thereto, the Minister established a continuing body known as the Board of Teacher Education and Certification. This board is composed of sixteen members, with the Chief Superintendent of Schools as chairman. The membership of the board is made up as follows: five from the Department of Education, five from the University of Alberta, and three each from the Alberta Teachers' Association and the Alberta School Trustees' Association. This is a most rep-

resentative body. It is difficult to see how the vital business of preparation of teachers for any and every type of course could be placed in more competent or responsible hands. The fact that it has recently set out the requirements for admission, length of training, and details of a curriculum for the preparation of teachers of both technical and vocational education indicates the important role played by this board.

In my judgment two decisions by educational authorities in Alberta have been of paramount importance: first, the transfer of all teacher education to the university; and second, the development within the university of a nationally recognized graduate program in education. As a consequence of the former, the education faculty has been able to establish and maintain standards comparable to those of any faculty on the campus. Thus we have been able to avoid weaknesses which have appeared where normal schools have been exalted to the status of teachers' colleges, where there is always a danger of too much emphasis on methods, inclusion of trivial matters which could never attain the status of standard university courses, and preparation of teachers without a broad liberal education as a background for specialization.

In our graduate offerings we have developed programs which command the respect of educators from the entire country. At last we have an institution for advanced study where leaders in education can be instructed not only in the understanding of the educational process but in educational administration and vocational education. It was a great vision in the beginning, and those charged with the job of translating that vision into reality have not been found wanting.

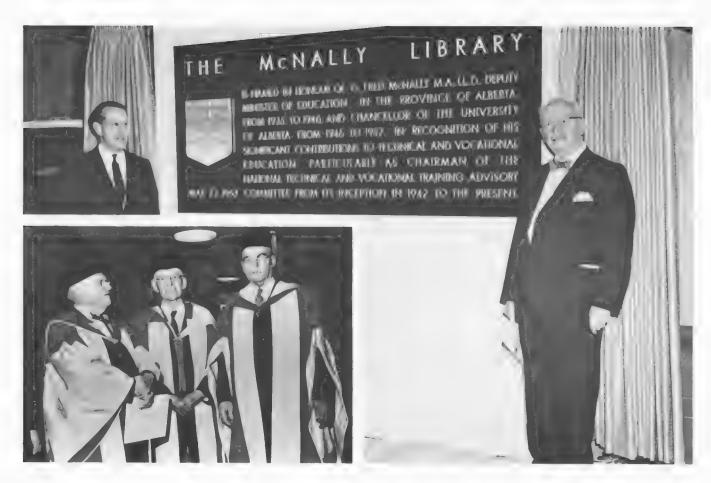
















Chapter Seven

Curriculum-Maker in Alberta

WHEN I arrived in Alberta I was surprised to find the curriculum for both elementary and secondary schools spelled out in much more detail than the one to which I was accustomed in eastern Canada. In New Brunswick the subjects of study were usually defined in terms of the authorized textbook. The teacher was then at liberty to embellish the story in the text with such additional material as his own reading suggested. The grade system, that is, a year's work to a grade, had been introduced before my day and in fact was the prevailing organization throughout the Maritime provinces. Imagine my consternation at finding the program of studies in Alberta divided into "standards". These standards extended from one to eight. I soon learned that standard five was regarded as high school entrance and the three re-

maining standards corresponded roughly to grades ten, eleven, and twelve.

In 1902 Dr. Goggin, as superintendent of education in the Northwest Territories, had taken the Ontario curriculum with which he was familiar and adapted it for use. In standard six, for instance, there were sixteen subjects, ten of them examination subjects for students planning to go on to standard seven. The superintendent stated the main changes: "The course of studies for standards six, seven, and eight has been revised, widened, and the elective principle introduced. Instead of a fixed course, as heretofore, some subjects are obligatory, others optional, and certain elective." The amount of English to be learned had been increased considerably, and students who completed the course would have read selections from many of the great

English authors. The main feature of this revision was the introduction of the elective principle.

The Alberta Department of Education came into being with the organization of that province in 1905. The government, occupied with many problems incidental to setting up business for itself, adopted without change the Territorial curriculum. By 1910 there was considerable agitation for a new curriculum related specifically to the new province. Dr. H. M. Tory, president of the recently established University of Alberta, was chairman of the revision committee. He enlisted representatives of the normal schools, inspectors, city superintendents, school principals, and outstanding teachers as members of the subcommittees. The first major decision was to recommend the grade method of classifying pupils. From my point of view it was a great forward step, as this reorganization maintained the continuity between elementary and secondary education.

I became a member of the subcommittee on English under the chairmanship of Dr. E. K. Broadus. The introduction of a three-year cycle in the English Literature program was one innovation of our subcommittee. It was felt that since many pupils had to repeat the year, the introduction of new material would provide incentive to do better work in the second year. Dr. Broadus and I spent many hours trying to find material that would be comparable in interest and difficulty for three years of work. Thus in grade eleven we had three of Shakespeare's historical plays: Julius Caesar, Henry V, and Coriolanus. While this scheme may not have been of great value to the students, it kept the teachers on their toes. I was told by teachers who had to prepare the material of all three years of the cycle that they had never read so much English in their entire lives. For instance, in grade-twelve prose the prescription was: first year-Carlyle's "Essay on Burns" and Burke's "Speech on Conciliation"; second year-Carlyle's "Essay on Scott" and Pitt's "Speech on the War in America"; third year-Carlyle's "Essay on Cromwell" and Peel's "Speech on the Corn Laws". This seems heady stuff in these degenerate days. A difficulty arose immediately in the matter of textbooks. Parents complained of the number of texts required and pointed out that the English text could neither be sold nor handed down to the next generation of students. The scheme undoubtedly had its merits but was probably too idealistic for an imperfect world.

In the fall of 1918 I was transferred from the normal school at Camrose to the Department of Education in Edmonton. In the distribution of functions I was assigned, among other duties, the supervision of courses of study and selection and revision of textbooks.

During the session of the legislature in 1919 the Minister of Education, the Honorable George Peter Smith, announced that he planned a thoroughgoing review and revision of the course of studies, that the views of public bodies and of individuals would be sought, and that I would be in charge of this undertaking. My first step was to prepare a questionnaire for general distribution. This document invited the recipients to study the curriculum then in use and to transmit their views to the Department. The questionnaire was sent specifically to such groups as organized farmers, farm women, women's institutes, teachers' associations, trustee boards, boards of trade, and social clubs, as well as to all individuals who were known to be interested or who asked for it. Many replies and valuable suggestions were received. These were analysed and summarized before being sent to committees for consideration. Two general committees were appointed, one for the elementary and one for the secondary school curriculum. I acted as chairman of both. Aside from representatives of the Alberta Education Association, the Teachers' Alliance, the city superintendents, and the inspectors, the remaining ten members of the elementary school committee were all lay people. The general committee laid down the broad lines along which the revision was to be made. It then placed these suggestions in the hands of professional subcommittees whose task it was to select experienced people for the actual rewriting of the various courses. The subcommittees met from time to time to consider, revise, and recommend for adoption the outlines submitted by the writers. The chairmanship of these subcommittees also fell to my lot, so I had little time for other activities. It was agreed not to proceed with the revision of the curriculum of the secondary schools until the lines of change in the elementary course had been decided. As with the elementary school committee, the one for secondary schools had a majority of nonprofessional people. I think it is fair to say that nowhere in Canada, at any time, has a greater effort been made to secure the opinions of people representative of all shades of thought than was done in Alberta in 1921 and 1922.

The new program for elementary schools went into effect in September 1922. At the meeting of the Alberta Education Association during Easter week of 1923, this program was thoroughly discussed. Reports on the whole were favourable. Some minor changes were suggested and it was decided that these would be incorporated in the next edition. It was stated that requests for copies had been received from every province as well as from Newfoundland and the Yukon, while the demand from the western provinces had been quite remarkable.

The high school committee submitted two interim reports on the progress being made. The final report was submitted on December 31, 1923. It contained the completed outlines of subject matter for the regular grades as well as details of the curricula for commercial and technical patterns.

The program for grade nine was introduced throughout the province in 1923, that for grade ten in 1924, and for grades eleven and twelve in 1925. In order that adequate standards might be set at the beginning, departmental examinations were required in each of the subjects of grade nine. It was also decided that promotion throughout the secondary school should be made by subject rather

than by year. In order to promote flexibility six alternative programs were provided — normal entrance, matriculation, general, agricultural, commercial, and technical. Local authorities, with the approval of the Department of Education, were permitted to offer optional courses in subjects of local interest. Promotion was by subject or unit. The unit system of promotion became a distinctive feature of the new program. A unit was defined as "the amount of material the average student can prepare effectively in from 175 to 200 minutes per week during the school year." The content of each subject was planned as one unit, except for English, for which the unit value was two.

The change to fewer subjects and the new promotion by unit were both successful features of the program. In spite of the valiant effort to popularize different courses in the high schools, the results were disappointing. The majority of students continued to enrol in the normal entrance and matriculation courses. Two considerations led to this: first, the prestige of the normal entrance and university courses, and second, the high cost of the additional equipment required for the other courses. In my official report for 1925 I was able to say, "All the revised courses throughout the elementary and secondary schools are in actual use. On the whole it seems fair to say that the unit system and the smaller number of subjects assigned per year are both proving very popular and are resulting in a higher standard of work being attained on the part of all pupils."

The six years from 1920 to 1925 were strenuous ones. At each annual meeting of the Alberta Education Association I contrived to get a half-day set aside for a discussion of the progress being made in curriculum revision. This led the late C. Lionel Gibbs to exclaim, "Now I know it's spring; McNally has come out of hibernation and begun to talk about the curriculum!"

An interesting development took place at Easter 1927 when the General Curriculum Committee, which had had its initial meeting seven years before, reassembled to review the work accomplished and to arrange for such adjustments as past experience had shown to be desirable. The discussions embraced practically every subject in the course of studies. Matters that required further consideration were submitted to the Minister and ultimately put into effect by the Department.

Two years later, in 1929, the Technical High School in Calgary was opened with two years of the specialized course for technical schools in operation. The course for the third year was completed and introduced the next year. The following units were required: English 3; Literature and Composition 3; History 3; and Geography 1. The outlines in use in the academic courses were to be followed. Boys were required to take Science 3, General Mathematics 3, and one optional subject to be selected from Electricity 3, Metal 3, Motor Mechanics 3, and Building Construction 1. Similar options in physiology, clothing, food, and industrial arts were provided for girls. This represented the greatest advance in technical education for many years.

In the same year, 1929, the Legislature passed the following resolution: "Resolved, that in the opinion of this Assembly, the course of studies prescribed for secondary schools should again be referred to the curriculum committee and the committee asked to consider the advisability of further lightening the content of the course and of making the requirements for normal entrance and university matriculation uniform." In supporting the resolution, Minister of Education Baker said, "Without doubt we are the most examined people in Canada and perhaps in the world." At the close of the session the Min-

ister appointed a curriculum review committee to consider the matters mentioned in the resolution. The committee was constituted as follows: Dr. R. C. Wallace, president of the university; J. A. Smith and E. L. Fuller, inspectors of high schools; C. O. Hicks, principal of Victoria High School in Edmonton; Munroe McLeod, principal of Canmore schools; A. J. Watson, superintendent of schools in Lethbridge; and myself as chairman. The committee had its first meeting on June 19 and met from time to time during the next two months. It recommended that no change be made in the number of units required for normal entrance and matriculation. It did suggest that some courses be shortened, that the amount of prescribed memory work be lessened, and that other minor adjustments be made. I cannot recall any report on the matter of uniformity as requested in the resolution, and no changes were recommended as to the provincial examination system.

In the early thirties the elementary school program in Alberta was again revised, with introduction of the so-called "activity" or "enterprise" method of teaching. The work of reviewing and revising the curriculum for the first six grades of the elementary school had been committed to sub-

committees selected from the normal school and inspection staffs. It soon became apparent that a co-ordinating committee would be needed to decide such questions as the type of program required, group divisions, and integration of subject matter. This committee was set up, had three meetings, and recommended that Dr. D. J. Dickie, Miss O. M. Fisher, and Mr. W. E. Hay be released from all other duties for some weeks to outline a plan of work for the elementary and intermediate grades along the lines laid down by the co-ordinating committee. One of the group's first recommendations was that subject matter taught in the elementary grades be reorganized and integrated into "projects" or "enterprises". An "enterprise" would be organized to include experiences in reading, arithmetic, art, music, in fact all the regular subjects usually taught in the elementary grades. The theory underlying this was that the "enterprise" would give scope for pupils to make their contribution to the development of the project at the point of their special interest or ability. As a consequence, they would be given a sense of achievement and so gain a new confidence in themselves and a new respect from their classmates. In the hands of expert teachers this could undoubtedly be a very useful approach.

At the summer session of 1933 a considerable number of superior teachers nominated by the inspectors were brought in by the Department to observe and participate in demonstrations of this enterprise method given by Dr. Dickie, Miss Fisher, and teachers from the practice schools. The Department gave this training on the understanding that the inspectors would arrange other meetings, where those who had had this experience would pass along what they had seen and heard to teachers in their districts. Later I felt that we should have organized a course for the inspectors as well.

In dealing with the secondary school program, a questionnaire was used as mentioned earlier. One hundred replies were received. The nature of the information sought through the questionnaire is indicated by the following questions: "How can we better meet the needs of people of varying interests and capacities? Should more examinations be dropped? What subjects, if any, should be added? Mention any other changes you would suggest for the improvement of our schools."

A similar questionnaire was sent to a number of recent graduates of the high schools to ascertain, if possible, their views on the effectiveness of the education they had received and to get suggestions as to how their courses could have been more helpful. Replies from both groups were turned over to yet another committee composed of the president of the university, the retired Deputy Minister, the Director of Technical Education, the director of the School of Education, representatives of the teachers' and trustees' associations, Dr. John Macdonald of the university, the two high school inspectors and the Chief Inspector of Schools, with myself as chairman.

After a three-day session the committee came to the following conclusions: (1) That the revised course must take greater account of the needs of the thousands of young people who will never go on to higher education; (2) That certain worthwhile experiences, now more or less neglected, must be provided; (3) That some way must be found to free the offerings of the small high schools from the overshadowing influence of the matriculation and normal entrance courses; (4) That courses included in the new program must be valuable in their own right and not only for the deferred values that were expected to accrue as a result of further study; (5) That there must be such a restriction in the subject matter content as will insure to the teacher a maximum of freedom in the presentation of the material and at the same time enable the pupil to make adequate assimilation through reflection and collateral reading.

Before this ambitious program could be translated into the details incidental to a course of study. I had become the Deputy Minister and so the actual implementation was left to Dr. H. C. Newland, who succeeded me as Supervisor of Schools later in 1935. Thus ended twenty-five years of close and continued association with the development of the curricula, both elementary and secondary, of the Province of Alberta. The influence of the progressivists was yet to be felt.

Two developments involving curricula remain to be mentioned. World War I concluded in November 1918, but the men were not demobilized until early in 1919. I had given much thought to the problem of helping those whose education had been interrupted to get back into the stream. Finally I proposed to the Minister that we offer for returned men a summer course, the object of which would be to enable them either to rejoin classes on the level at which they were when they enlisted, or to help those whose matriculation was not complete to cover the essentials sufficiently to admit them to the university for the academic session 1919-20.

The Minister received this suggestion with enthusiasm, and gave me a free hand to work out with the university a program that would make the latter objective possible. Dean Kerr was most co-operative and soon had a list from each university department naming the topics which must be mastered if a student were to cope with the work of the first year. I publicized the course widely, and in early May, as soon as the regular students had departed, we opened the Summer School for Soldiers, the classes to run until mid-September.

Sixty-seven men who had seen service overseas registered. Not all reported; some had found employment and others were so badly shaken that they could not face the discipline or the concentration required.

At the outset I made it clear to those who did appear that they must discipline themselves, that we were there to give them the maximum of help both through counselling and instruction. If they had to leave a class session for a smoke or for any other reason they were free to do so. No record of attendance was kept. The responsibility for success rested squarely on them. No one would be accepted by the university but those recommended by our staff. Since they had been mature enough to fight

for their country, I thought they should be mature enough to fight for their place in society. A few were not able to keep the pace, but a considerable number completed the course and went on to the university where they were highly successful. I remember several of these: Dr. J. K. Mulloy of the Belcher Hospital in Calgary, W. P. Campbell, recently retired from the Civil Service in Ottawa, A. Balmer Watt, distinguished writer and still with the naval establishment in Ottawa, and Dr. W. H. Henry, successful and highly regarded physician of the Lacombe area.

Fortified by this experience I took the lead in

organizing classes for returned men as they came back from World War II. Again we had complete co-operation from the university. This time, too, we had generous financial assistance from the Dominion government. Many who had enlisted with only grade-eight standing were enabled to cover sufficient material during ten to fifteen months in a specially-designed course to make them acceptable to the university. Everyone knows the enviable records many of them made in their undergraduate careers. One of my proudest memories is the satisfaction I felt when they came before me as chancellor of the university to receive their degrees.

Chapter Eight Deputy Minister of Education

Minister of Education, informed the Minister that he would like to retire at the first of September. This date would coincide roughly with his seventieth birthday. He had told his associates of this decision some time earlier. At that time I was Supervisor of Schools and George W. Gorman was Chief Inspector. We both told the Minister that with a little urging either of us would be prepared to take over the post. The spring and summer went by without any intimation as to what the government had in mind. Rumors were current that someone would be brought in from outside the province. Mr. Gorman and I had entered into an agreement that, no matter what, if one of us were selected, the other would loyally support him.

In early November I left for Toronto to attend

the revived meeting of the Canadian Education Association. Before leaving Toronto for Edmonton I purchased a number of copies of the Edmonton Journal. As I was casually glancing over these in my berth before going to sleep, I came across the announcement that G. W. Gorman had been appointed Deputy Minister. Naturally I was disappointed, but when I reached home I found a family whose indignation was at the boiling point. How could the government do this to me when I was senior to Mr. Gorman by two or three years? I calmed them by saying that I would go to work as usual, size up the situation, and that we would hold a family council that evening. My secretary gave me the office gossip. I called at the Deputy Minister's office to offer my congratulations and to renew my undertaking to carry on to the best of my ability. I did not go near the Minister and we never discussed the considerations which led him to recommend Mr. Gorman. At the family council that evening we considered all the alternatives and finally decided that my plan to return to work was best.

The new Deputy Minister was cordial and we carried on several operations quite happily. He did not appear to be in robust health, and in the spring of 1935 took some days off because of a heart condition. Early in May I had an appointment in Camrose. When I discussed this with him, he proposed that we drive down in the morning and come back in the evening after the meeting. When the meeting was over he said he did not feel equal to driving back that night so we would spend the night there and come back in the morning. On the way back he told me that his doctor had recommended an ocean trip and that he was asking for a long leave. Near the end of the month he left for Montreal and a trip to the West Indies. On the second day out he died of a heart seizure and was buried at sea. In due course, without any action on my part, I was appointed Acting Deputy Minister.

In June the legislature was dissolved and the

election date set for September 21, 1935. Mr. Baker, the Minister, left the office for the campaign trail and I was left to carry on without advice from anyone. I did not see him again until the day after the election when the cabinet came together to survey the ruins. The United Farmers of Alberta had been wiped out by a bunch of upstarts led by William Aberhart, a Calgary school principal, professing a strange new doctrine called Social Credit.

There was much speculation as to who would be the new Minister of Education. There were in the new House many teachers and veteran school trustees. One of these had announced that if Social Credit won he would be the Minister of Education. This caused some alarm in educational circles. A few days later I met Mr. Aberhart on his way to lunch in the Macdonald Hotel with a number of his colleagues. After congratulating him I said, "When you are selecting your Minister of Education, don't overlook yourself." He looked me in the eye and said, "Do you mean that?" To which I replied, "I was never more sincere in my life." After a minute's delay he said, "I believe I could work with you." When the cabinet was announced a week later I was thrilled to see that he had done as I suggested.

Now I had known Mr. Aberhart for more than twenty years, had been entertained in his home, and had found him an effective ally in helping me launch the new high-school course of studies. I had visited Crescent Heights High School more than once and admired the precision with which his organization functioned. I knew something of what he would demand of his associates.

Within a week of his taking over the Department he sent for me. His opening remark was, "I want you to tell me what in your opinion most needs doing to improve education in this province." This was quite a large order to fill without any time for reflection. However, I said, "First, a reorganization of the rural school districts into large units of administration. Second, more money for teachers' salaries and some formula for the distribution of grants that would result in equalization of opportunity. Third, some plan to bring all teacher education under the jurisdiction of the university and so increase the prestige of the teaching profession." I threw the last in because I thought it would appeal to him. He said, "You know there isn't any money, so let's concentrate on the first". He then had me describe in detail Mr. Baker's attempt of a few years before, the changes advisable to make it more acceptable, and the desirable results one might expect from such a reorganization. I had given much thought to this as a consequence of both my inspection experience and my years of battling with rural school boards who were asking for authority to pay salaries lower than the minimum. I became more and more enthusiastic as I went along and talked for almost an hour. He listened with an occasional question for more detail and at the end said, "I like that. I'll talk to you about it again."

The next day he said to me, "The caucus of Social Credit members is to be held on Thursday and Friday of this week. I'd like you to tell the caucus your vision of what might happen in rural education if your plan were adopted." I protested that it was my settled policy to keep completely clear of politics, that if it became known that I had attended a meeting of any political party my position would be compromised. He said he would try to get along at the meeting without me. On Thursday night about nine o'clock his chauffeur appeared at my door with the message, "The Minister would like you to come to the Parliament Buildings." I was on a spot but hoped that the summons merely portended a conference in his office. When I reached the door I was escorted to the Caucus Chamber and introduced by the Minister's remark, "The Deputy has a story he'd like to tell you." I launched into what I called "What Might Be in Rural Education". This recital took about an hour. At its conclusion I was bombarded with questions from all corners of the room. Remember, many of these members had given years of service on rural school boards. I had sought to mollify them by pointing out that large-unit organization would give them greater scope for school board service and that I hoped if and when the new scheme came into being we could count on them for the same devotion to education that they had shown before.

On the following Monday I had instructions from the Minister to proceed at once with the drafting of the necessary legislation. He said he proposed to introduce an appropriate bill at the forthcoming session of the legislature. In doing this we had the advantage of the so-called Baker Bill, which had been introduced in the 1933 session but not proceeded with, and the advice and assistance of Vernon Shaw of the Department of Education and Andrew Smith, Legislative Counsel. It was generally known that the reorganization had become government policy, and draft copies of the bill were sought as soon as it was introduced into the House.

Leaders of the Roman Catholic church were fearful that the large-unit organization might prejudice their rights in separate schools. They were particularly concerned lest the divisional boards might not respect the desire of predominantly Roman Catholic communities to employ teachers of their own faith. A large and important delegation came down to the Parliament Buildings to discuss this. They asked specifically that districts desiring to do so might stay out of the divisions. The Minister said this was a concession he could not grant: districts everywhere, for one reason or another, would be voting to stay out and so the whole purpose would be defeated. He said that rather than incorporate that proviso he would withdraw the bill; and this he did not propose to do. With that ultimatum he asked me to take over the chair and left the room. I suggested that we adjourn for a time and that the delegation name two people to confer with me in the hope that we might reach a compromise that would in no way affect the principle of the bill but would protect separate school interests. In the delegation was a lawyer, Mr. P. E. Poirier. We were able to agree on the addition of a couple of sections applicable to all districts, and this proved to be acceptable to the delegation. The Minister agreed to the inclusion, and so we had no more difficulty with the church authorities.

In the meantime a Departmental committee had been busy mapping the areas which, because of roads, natural barriers, and population, would make it possible for each division to be supervised by one inspector. We then had the inspectors arrange for public meetings in the areas where there was any interest. At these meetings the plan was to be explored and discussed. As architect of the scheme I felt it my duty to be present and face the opposition head-on.

At the meeting in Holden, I was accompanied by the Chief Inspector, E. L. Fuller, and Inspector L. B. Yule, whose territory would be included in the proposed division. A large gathering of men and women assembled. Each of us dealt with the phase of the subject we had agreed upon and then the fun began. At first we were peppered with questions and, as the evening wore on, the answers were greeted with bitter complaints. At about eleven o'clock a clever young lawyer stood up and said, "I have listened to what these men have to say and, if I understand English, we are going to have this thing put over on us whether we like it

or not. From now on all I'm interested in is the shape of the confounded thing." This gave me the opening I wanted. At once I jumped to my feet and said, "Thank you, Mr. White. I neglected to say that we were not wedded to any particular shape. If you will take this map that shows our proposals for the divisions north of the Battle River and come up with counter-proposals I will promise not only that your suggestions will receive every consideration but will in all probability be adopted. Mr. Purvis, I will appoint you chairman of a small group to study this area and come to the Department with your suggestions in two weeks' time." At once the turmoil ceased. Crowds gathered around our large map pointing out where our boundaries were not feasible. Others gathered around us and were as friendly as possible. An hour before, I had thought we might be lynched.

At the end of two weeks Mr. Purvis and some responsible men from the district arrived with a new map. I called our Departmental committee to meet them, and, after hearing their reasons, was able to tell them that we were prepared to accept without argument the boundaries they suggested. They seemed to have forgotten altogether their original objections to the scheme.

Many meetings were held. Objections were vehemently expressed and always accompanied by demands for a plebiscite. The most Mr. Aberhart would promise was a review and plebiscite at the end of five years. By the end of 1936 eleven divisions had been set up, and by the end of 1938 forty-four divisions had been organized, and not more than 350 rural schools were operating as individual units. According to a recent report of the Department of Education, School Division 61 has been set up in the northland, taking in schools at such isolated points as Fort Fitzgerald, McMurray, Wabisca, Chipewyan Lakes, Calais, and Elk. It should be noted that the two special sections added to the bill at the request of the separate school people have never been used, and no plebiscite was ever asked for at the end of the five-year period. Later the municipal and divisional boundaries were made coterminus for large-area administration of both municipal and educational enterprises. It was without doubt "a famous victory" and no man less determined than Mr. Aberhart would have stood to his guns in the face of lawsuits and threats of political reprisals.

The next most important achievement during my régime as Deputy Minister was the integration of

all teacher training in the Faculty of Education of the University of Alberta. Several steps led to this.

I had proposed to the Minister the organization of a teachers' college located on the campus and affiliated with the university, but independent of the Board of Governors in much the same way that Teachers' College in New York is related to Columbia University. Indeed, legislation passed just before the war gave authority for such an establishment. During the early war years no one had time to give thought to this matter. Then a commission was set up by the government to settle the question of university operation. Of this Dr. Newland and I were members. One of the principal recommendations contained in the commission's report in 1943 was that all teacher education should be centered in the Faculty of Education. The report of the Subcommittee on Education and Vocational Training of the Post-war Reconstruction Period recommended the same procedure. The Survey Committee of the Canada and Newfoundland Education Association declared that this was an ideal to be striven for. The first positive action was taken in November 1943. A committee of twelve was convened to discuss all aspects of such a radical move. Some of the advantages envisaged

for unification of teacher education were: credit towards a university degree for all courses completed successfully, added prestige, a general feeling that all teachers should have training equivalent to the Bachelor's degree, and more time for teaching under actual school conditions in an integrated program extending over at least three years.

Finally, in 1945 an agreement was entered into between the Department of Education and the governors of the university whereby all teacher education was transferred to the university, the actual direction of the programs to be vested in the Faculty of Education.

Other achievements of my eleven years as Deputy Minister included: (1) The institution of equalization grants for the first time in Canada. This meant scaling of government assistance in inverse proportion to the ability of the local authority to pay. (2) Payment from the provincial treasury of all arrears of salary owing to teachers. I had the accountants of the Department compute from the term returns all sums reported by teachers as due them and certified as correct by the secretarytreasurers. The total was slightly more than one million dollars. I asked Mr. Aberhart to present legislation to authorize these payments from provincial monies. This was a bold proposal since we were still in the depression and money was very scarce. He considered for a moment and said. "Why wait for the session (then five or six months away)? We can do it by Order-in-Council and have it ratified later." Thus the money was provided and all arrears were paid. Of course, under the divisional organization the cause of such a situation could never arise again.

I am very proud of the record of the School Book Branch. This had been organized many years before as a curb on exorbitant prices and as a guarantee of adequate supplies when they were needed. In 1935 the gross business done by the Branch amounted to approximately \$107,000. In 1946 this had risen to \$364,000, with the distribution of three-quarters of a million books. The volume of business done in 1962 amounted to more than \$2,000,000.

In the mid-twenties we established the Correspondence School Branch to meet the needs of children in isolated areas where no school was available. In 1935, 850 elementary and 303 high-school pupils were receiving instruction through this branch. In 1946 the numbers in all grades from one to twelve had risen to 16,329. This amazing

increase is explained by the fact that divisional boards took advantage of correspondence provisions in cases where for any reason they were unable to provide regular school service.

On March 31, 1946, I retired from the position of Deputy Minister, and my long service with the Department of Education came to an end. I had been appointed to the inspection staff on January 1, 1910, by the first Minister of Education in the province, the Honorable Alexander Cameron

Rutherford. He had been succeeded by Charles R. Mitchell, John R. Boyle, and George P. Smith, all Liberals. With the formation of the U.F.A. Government the portfolio of education fell to Perren E. Baker, who remained head of the Department of Education for fourteen years. Social Credit Ministers till the time of my retirement were William Aberhart, Solon E. Low, and R. Earl Ansley. I had thus served under every Minister of Education of the province up to that time.

Chapter Nine Some Outside Activities

THE year 1946 was probably the most moment-ous year of my life. Consider for a mamount ous year of my life. Consider for a moment what happened. On March 31 I retired from government service leaving a staff of which I was very proud. On April 9 the main dining room of the Macdonald Hotel was crowded with friends who had gathered to say good-bye and wish me well. Complimentary speeches were made by the Premier and others, to be climaxed by the presentation by Dr. W. H. Swift, the new Deputy Minister of Education, of a large volume which, he said, could not be purchased anywhere because it was beyond price. It turned out to be a large volume of letters of appreciation which he, with the assistance of my secretary, had gathered from all parts of this country. These had been turned over to the art department of the Provincial Institute of Technol-

ogy at Calgary, where a most beautiful job of leather binding was done. This volume contains more than two hundred names. It is one of my most treasured possessions, and as Dr. Swift said, is certainly "beyond price". On May 15 the University of Alberta conferred on me the honorary degree of Doctor of Laws. I had received the same honor nine years before from the University of New Brunswick. Then came a two and a half month's holiday, the first long vacation I had ever had. In September my election as Chancellor of the University of Alberta was announced, and in mid-October I participated in my first Convocation. My son Jack came to see me later in the evening and said, "Well, how did it go? Nobody refused to accept a degree at your hands?"

Then came the long distance call from Ottawa

inviting me to become a member of the Canadian delegation to the first general meeting of the United Nations Educational, Scientific, and Cultural Organization. For this I had been nominated by the Canadian Education Association. I was directed to report to Ottawa in time to get passports and other documents preparatory to making a trip to Paris. The Canadian delegation was composed of five official representatives with five alternates. In addition there was a member of the Department of External Affairs who looked after business details, furnished us with francs, and made other arrangements such as transportation to the many functions to which we were invited. Observers and secretaries brought the number to about fifteen. We were housed in an old-fashioned hotel facing the Place de la Concorde next door to the American Embassy. The American delegation had some very distinguished personages amongst its fifty-four members, including Chester Bowles, Archibald MacLeish, and Anna Reed McCormick. The chairman of our Canadian group was Dr. Victor Doré, sometime secretary-superintendent of the Montreal Catholic School Commission. Another delegate was Edmond Turcotte of Montreal, former editor of Le Canada.

The first two or three days of the general meet-

ing of UNESCO were given over to felicitations by leaders of the national delegations. Dr. Doré was one of the first to speak, in a flawless French of which he was very proud. Sometime later Mr. Turcotte had an opportunity to take part in a debate, again using the French language. In each case they summarized what they said in English without a trace of accent. I kept very quiet in the hope that members of other delegations would think we could all do it. Dr. Doré was very kind to me. Every morning before proceeding to UNESCO House, we met in his suite for reports and a briefing as to what each was to do during the day. We had six weeks of listening to proposals of every conceivable sort, from bird-watching to methods of overcoming illiteracy. In addition to this, our evenings were taken up with receptions and entertainments provided by the executive, the city of Paris, or one of the delegations. I saw the Old Vic Players do King Lear with Sir Lawrence Olivier in the leading role. Most of the programs were in French, however, so I had to content myself with watching the acting. Dr. Doré was under appointment as ambassador to Belgium and was anxious to see his living quarters. One weekend he invited me to accompany him on a trip to Brussels. In his official car with chauffeur and the Canadian ensign standing on the bonnet, we cut quite a swath as we sped through the narrow winding streets of the villages.

In the city of Paris and in the country of France people have a reputation for drinking wine instead of water. Those who know me will wonder how I fared in such a situation. I recall the first reception we attended. It was given by His Excellency Governor General Vanier, who was then the Canadian ambassador in Paris. He of course served various kinds of drinks. I took a dark-colored wine and carried it for what I considered a reasonable length of time and then set it down on a mantel. About that time General Vanier came along and said, "Why, McNally, you have nothing to drink," and I said, "But, oh, I have had plenty to drink." He said, "No man has plenty to drink, ever." He took me by the arm and took me to the gentleman in the white coat and said, "Serve this man champagne." So I was handed a good full glass of champagne. Fortunately General Vanier was summoned away to speak to one of his other guests and I again carried the champagne for a considerable period and ultimately, when no one was looking, put it beside the other on the mantel.

Return passage across the Atlantic had been arranged for us on a ship which was just as it had been when it was used for the transport of G.I.'s to North Africa. There were thirty-six of us in one large room fitted with three-tiered bunks. Toilet facilities were the most primitive sort. When we ventured to complain at Southampton, we were told that we would go on this ship or make other arrangements ourselves. Incidentally they mentioned that everything they knew of was booked till midsummer. Dr. Willoughby, the representative of the Canadian Teachers' Federation, and I were travelling together on the return trip. He had to be back to his school by the beginning of the winter term so we decided we had better come when we could. We ran into stormy weather, were driven two hundred miles off course, took ten days to make the trip and arrived in New York on New Year's Eve.

Turning now from my odyssey to the UNESCO meeting, I wish to relate some of the highlights of another interest of mine — Rotary International. In 1921 I was invited to join the Edmonton Rotary Club. Dr. W. H. Alexander was then the president. I had attended luncheons previously as a guest of Dr. W. G. Carpenter. This seemed a great opportunity to extend my circle of friends beyond the bounds of the educationists whom I met from day to day. I have been a member of this club for over forty years and regard the membership as the most potent influence in my life, next to that of the church. One of the difficulties of the life of the school man is his inability to mix frequently with men of other callings, get to know them, learn what they are thinking and why. Rotary provides the opportunity to do just this. The membership principle of one man to a classification ensures the widest of contacts with representatives of all worthy occupations in the community. I have found this experience most rewarding and have friends of from thirty to forty years' standing, without whom I would have been much the poorer. I was elected president of the Edmonton Rotary Club for the year 1925-26 and District Governor for 1928-29. It seemed impossible that I should be able to get away long enough to do the visiting incidental to the supervision the Governor is supposed to give. However, some of the senior members of the Edmonton club were able to persuade the Minister that it would be good for the Department and for me to be allowed to undertake this assignment. The district over which I presided extended at that time from

Port Arthur on the east to Banff on the west, and from Flin Flon to the United States boundary. One of the duties of the Governor was to promote the organization of new clubs. During my year, five new clubs were opened: High River, Cardston, Lloydminster, the Pas, and one other, the name of which I do not remember at the moment. It was a great year. I still have friends in many clubs across this territory as a result of visits made more than thirty years ago. The first international convention I attended was in Cleveland, preparatory to my taking over the presidency. Later I attended international conventions in Minneapolis, Dallas, and Seattle. Because of the one serious illness I have had in my life, I missed the great convention in Chicago where I was slated to have a part in the program. When I retired as Chancellor of the University some years later, the Edmonton Rotary Club honored me by promoting me to honorary membership.

More than one national organization serving youth has engaged my attention. The Canadian Youth Commission was established in early 1943 under the auspices of the National Y.M.C.A. Its avowed objects were: to study the main problems of young people from fifteen to twenty-four years

of age and to draft reports and recommendations based on the opinions of all who were in any way concerned. For two years a body of about fifty responsible citizens from all walks of life, including every phase of religious thought, conducted a comprehensive study of the needs and interests of youth in Canada. Among the fifty were such well-known Canadians as the late Dr. Sidney E. Smith, Dr. H. L. Keenlevside. Gerald Birks. Dean W. N. Chant, Mrs. W. H. Clark, Pat Conroy, Dr. E. A. Corbett, Dr. R. M. Fowler, Dr. George V. Haythorne, Canon W. W. Judd, Dr. S. R. Lavcock, Rev. G. H. Levesque, Joseph McCulley, Frank C. Patten, Adrien Pouliot, Ben Sadowski, John A. Stiles and Dr. R. C. Wallace, and R. E. G. Davis.

The Commission set up a number of committees; among these was one on education. On this committee I was appointed chairman. I had as associates Dr. Kenneth F. Argue, Rev. Fr. Joseph Fortier, Leonard Bercuson, the Honorable Solon E. Low, A. A. O'Brien, R. M. Putnam, Reg. T. Rose, Joe H. Ross, and Dr. W. H. Swift. Our first undertaking was to conduct a comprehensive survey of "What Canadian Youth Thinks of Its Education". To get opinions of youth the following techniques were employed:

- 1. An exhaustive questionnaire containing twentysix items, completed by approximately fifteen hundred young people
- 2. An invitation to organized groups of young people to express their corporate views
- 3. A survey of youth opinion conducted by the Canadian Institute of Public Opinion (the Gallup Poll)
- 4. Intensive interviews with two hundred and fifty carefully selected and representative young people

The report of this education committee summarizes the most complete attempt ever undertaken in this country to obtain the views of young people themselves as to the merits of their education. In the introduction to the report entitled Youth Challenges the Educators, this was said: "The committee (with becoming modesty) ventures to hope that the prestige and influence of the Canadian Youth Commission may be such as to challenge public opinion more effectively than has ever been done previously." Alas for such optimism. The work of the commission in general and its committee on education is now completely forgotten and there is little evidence that it influenced the thinking of anyone

to any significant degree. I feel, however, that we should be awarded an "A" for effort.

Of the recommendations contained in the report of our committee on education I should like to quote one of special interest. This was a proposal to establish a Canadian College of Education. "No single act would do as much to raise the status of teaching as a profession as would the organization of a first-rank teachers' college. Scores of young men and women proceed each year to institutions in the United States for advanced work in education. They are made welcome; they get a new and enlarged view of the possibilities of their profession, and above all a new sense of its dignity and importance. Half a dozen or more of these graduate schools in education could be named where our forward-looking teachers customarily go. Would it not be good policy for us as a nation to establish one such school as a beginning, at a central point where teachers from every province would come for study and research under the direction of our ablest men and women in this field? What greater service for his country could a wealthy man do than endow such an institution? The establishment of such an institution would require leadership with vision and courage as well as willingness to think in terms of the needs of Canada as a whole, rather than in terms of Nova Scotia or Ontario or British Columbia. The leadership will probably have to be provided by such national organizations as the Canada-Newfoundland Education Association, the Canadian Teachers' Federation, the National Association of School Trustees, and the National Federation of Home and School Associations, since governments for some years yet are likely to be shackled by the bogey of the British North America Act."

Leaving activities in national organizations, I return to the Alberta scene. In 1954 the Alberta government, plagued by the repeated and insistent demands of such suburban areas as Jasper Place in Edmonton and Bowness in Calgary for special grants, decided to set up a royal commission to inquire into the administration and financing of school and municipal services in the Edmonton and Calgary areas, and to make recommendations to the Lieutenant-Governor-in-Council. Members of this commission were: G. M. Blackstock, Q.C.; P. G. Davies, Q.C.; Ivan C. Robinson; Charles P. Hayes, and myself as chairman. The commission was organized in August 1954. It had as its economic consultant Professor H. B. Mayo of the University of Alberta, and William McGruther as

secretary. The commission held thirty-three formal meetings covering one hundred and twelve days and a number of ad hoc meetings to deal with incidental matters. Public hearings were held in Edmonton and Calgary for a total period of sixtyeight days. Transcripts of these hearings occupied nearly nine thousand pages.

The principal recommendations of the royal commission were that the boundaries of the two cities be greatly extended. Calgary was to include Bowness, Montgomery, Forest Lawn, and the area almost as far south as Midnapore and west about a mile. In Edmonton the enlarged boundaries would include Jasper Place, an area immediately north, Griesbach, Beverley, an area to the east that would include the industrial district and Sherwood Park, and on the south an additional row of sections. To compensate the cities for assuming the indebtedness of these adjoining communities and to provide for the immediate extension of utilities on a scale commensurate with that in the cities, it was recommended that property owners pay the usual fifty per cent frontage tax, with the remaining fifty per cent split equally between the city and the province. This for various reasons did not prove acceptable to the provincial authorities, largely because they claimed the cost to them was too great. In Edmonton, the determined opposition of the municipal district of Strathcona prevented any serious action from being taken. Beverley has joined the city and the southern boundary has been adjusted as proposed. In Calgary, Forest Lawn has been added to the city and the southern boundary extended down the Macleod Trail even farther than was recommended by the commission. I still think the recommendations were sound and reasonable. The cities will continue to spread, and some feasible expansion such as was suggested is bound to take place. A central government under one council is much to be preferred to the metropolitan scheme in effect in Toronto and Winnipeg.

Turning now to another activity, I have been privileged to take more than a casual interest in the appointment of university presidents. On the retirement of Dr. Wallace as president of the University of Alberta, Mr. Aberhart commissioned me to visit the east and gather information for him as to possible appointees to the vacant post. I went as far as Halifax visiting various centres on the way and came back with a firm recommendation. The gentleman in question agreed to come to Edmonton to look the situation over and meet members of the government. Unhappily he was an economist, became alarmed at the monetary policies, actual and imagined, of the rulers of Alberta at that time, and withdrew. My second recommendation was the appointment of Dr. W. A. R. Kerr, Dean of the Faculty of Arts and Science. He was appointed. I was permitted also to have a hand in the selection of Presidents Andrew Stewart and Walter Johns.

Professors and teachers sometimes find in writing an outlet for their talents and energies. As a school administrator I have done a modest bit of writing, but not with any idea of using publications as an avenue to success or promotion. When I came to the Department of Education in 1918 my first assignment was the preparation of a reader for use in the grade nine literature course. My secretary, Miss Agnes Munro (now Mrs. W. D. McDougall), and I spent many hours trying out countless selections of prose and poetry as to interest, difficulty, and availability. The result was a volume entitled Introduction to Literature. It was adopted and continued as the authorized text for about ten years. I examined it again the other day and consider it one of the best selections of materials of that type I have seen. In fact, a teacher of experience whom

I do not know called me up recently to say that for him it constituted the best literature course on that level that he had ever used. Although urged to do so by the publishers, I refused to accept any royalty because I had compiled it on time for which I had been paid. Later I selected and edited a Book of Good Stories in the St. Martin's Classics series and edited as well an edition of Silas Marner, both authorized for use in Alberta for a short time. I made no effort to secure their authorization nor to keep them on the list. Both of these are still in use in eastern Canada and from them I receive modest royalties annually.

In addition to the activities mentioned I acted as chairman of an arbitration board appointed to settle a dispute over wages between certain coal mine operators and the miners' union. Though we had to submit majority and minority reports, the operators, while at first refusing to accept the majority report, were glad to do so in a few months' time. On several occasions I acted as a one-man commission to settle disputes between teachers and school trustees. In each case the findings and recommendations were accepted by both parties. The Alberta Department of Labor on more than one occasion invited me to act as a board of arbitra-

tion chairman in disputes of one sort or another. I have always declined because with a board of three members, and the others chosen and instructed not to move an inch, it always fell to the chairman to do all the digging, get at the root of the matter,

reach a decision, and write the report. Rightly or wrongly I decided that life was too short to listen to wrangles often in matters of which I had no intimate knowledge.

Chapter Ten Chancellor of the University of Alberta

In the first University Act, passed by the Alberta legislature in the session of 1906, provision was made for a Convocation, a Chancellor (the senior officer at the university), a President, and a Senate. In 1911 the Act was amended to provide for a Board of Governors to look after the business affairs of the university. All graduates of universities in the British Dominions were invited to register for membership in Convocation. At the first meeting of Convocation in October 1908, all of us who had registered were granted ad eundem degrees. Three hundred and sixty-four graduates constituted the original membership of Convocation. At the time of the fiftieth anniversary in 1958 we were in touch with more than forty of these — all we could obtain addresses for. It is interesting to note that in 1962 nine of these were still living in Edmonton,

viz., Dr. J. F. Brander, Edward Brice, S. A. Dickson, Dr. William Dixon, Dr. Evan Green, George B. Henwood, J. J. LeBlanc, Dr. G. F. McNally, and Dr. A. B. Watt.

One of the duties of Convocation is to elect a chancellor. This is a position of high honor, and anyone chosen to fill it has reason to be proud of the distinction. It is the duty of the chancellor to preside over meetings of the Senate (for the first three years this was the sole governing body), represent the university at all important functions, act as chairman of the committee on honorary degrees, serve as *ex officio* member of the Board of Governors, and act as host when the university entertains distinguished academic and political visitors. Most important of all, he confers all degrees and signs all parchments. As you see, the functions

of the chancellor are all of great significance but are not too onerous.

After Convocation had been constituted early in 1908, it proceeded to choose the first chancellor. Mr. Justice C. A. Stuart of Calgary was elected. He was a man of broad interests, with a knowledge of men and affairs which made him of the greatest value in the formative years of the institution. It was my practice to attend meetings of Convocation whenever possible. I remember a special meeting held in 1919 for the purpose of conferring an honorary degree on Edward, Prince of Wales, who was visiting the province at the time. The chancellor, in conferring the degree, made a little speech of welcome on the Prince's becoming an alumnus of the university. In the course of his remarks he undertook to quote the opening lines of Richard III, "Now is the winter of our discontent made glorious summer by this sun of York." He got as far as "discontent" when his mind became a complete blank. In vain did Dr. Broadus prompt him with "made glorious summer"; his mind was in such turmoil that he couldn't distinguish a word. We were all sharing the chancellor's confusion as he stood repeating, "Now is the winter of our discontent." Finally the Prince could contain himself no longer and laughed without restraint, and so relieved the tension.

Justice Stuart served as chancellor from 1908 till his death in 1926. While the machinery for a new election was being brought into action, Mr. Justice N. D. Beck acted as chancellor. Late in 1927 Dr. Alexander Cameron Rutherford, the first Premier, was elected chancellor and continued in the office from 1927 till his death in 1941. In 1942 the new University Act came into force. I had argued vigorously in meetings of the survey committee that a chancellor should be elected for a stated term. The two former chancellors had died in office after long terms of service, thirty-two years in all. It seemed to me that a stated term would be in the interest of the university and of the chancellor as well. In that way no man would be tempted to remain in office after the condition of his health made it impossible for him to perform his duties effectively. The committee finally agreed, and a section to this effect was included in the new act. Mr. Justice Frank Ford was elected by acclamation in 1941 and continued in office until 1946. The new restricted term had come into effect in 1942, and it was deemed that he had had his statutory term, though the one year had been the completion of Dr. Rutherford's term. In any case, orders were given for a new election in 1946.

Before reporting on this election I wish to recount a strange event which took place a few years before. The survey committee referred to above had been set up after an incident which I still blush to remember. It had become the practice of the university to confer an honorary degree on the Premier after his second successful appeal to the electorate. Mr. Aberhart had been re-elected for his second term in 1939. President Kerr had sounded out what he thought to be a majority of the Senate as well as all of his Deans. All seemed to be agreeable. Mr. Aberhart had been pleased to accept the honor and agreed to give the Convocation address. It was customary in those days for the Senate to meet the day before the Spring Convocation to hear a report from the President and to approve the recommendations for honorary degrees. In 1941 the Senate met as usual, with Mr. Justice Parlee, chairman of the Board of Governors, presiding. Dr. Rutherford, the Chancellor, was unable to attend because of failing health. When the President announced the nomination of Mr. Aberhart for the degree, opposition immediately became evident. The matter was discussed throughout the entire morning. I urged the acceptance of the report not only on the ground that Mr. Aberhart had done nothing to deserve such an affront but because of the effect the rejection would have on the attitude of the government, on whose support the university must depend. At last, just before noon adjournment, a vote was taken and the rejection of the report carried by a small majority. The chairman found some reason for reopening the question after lunch and again a vote was taken; this time the majority was reduced to three. Several of those who had voted against the rejection, such as the deputy minister of health, thinking that the matter had been settled, had not returned for the afternoon session. Had they been in their places, we should have been spared this second humiliation. President Kerr felt that he had been betrayed by his people and presented his resignation.

I had been selected to report the action of the Senate to the Premier. He took the news quite calmly, merely asking if I thought those who spoke and voted against him did it by way of political reprisal. My answer was, "Nothing had been said against him as being unworthy of the honor, but extreme bitterness had been shown with regard to his political policies." He said that of course he

could not under the circumstances appear at Convocation, and I was to so advise the President. On the following morning the Chairman of the Board of Governors and the President waited on the Premier to present their regrets and apologies. He received them with dignity and said I had assured him that both of them had done everything in their power to secure the Senate's approval. Of course the members of the government reacted as I had expected, and many suggestions for hostile action against the university were heard. However, no reprisals were actually carried out. I regard this as the most disgraceful episode in the history of the university.

After the incident just described, the government felt that the whole matter of university management as well as its general policies should be looked into. Accordingly, a survey committee consisting of the Chairman of the Board of Governors, the President of the university, the Deputy Minister of Education, the Supervisor of Schools, the Secretary of the Alberta Teachers' Association, and a businessman, Mr. Francis G. Winspear, was appointed. The committee met very often during the summer and fall of 1941. Dr. Newton acted as secretary and wrote the report. Every phase of university life was reviewed, and with surprising unanimity the committe produced a report recommending a new University Act. The government had a new bill drafted along the lines suggested, and this was piloted through the legislature by the Premier as Minister of Education.

The main changes in the new University Act were: the powers of the Senate were curtailed, a specific term was set for the Chancellor, and the responsibility for recommendations for degrees in course was vested in the General Faculty Council, as were changes in the programs of studies. This gave much more power to the General Faculty Council, which before had been largely a debating organization with final action residing in the Senate. The matter of deciding who should receive honorary degrees was left to the Senate, largely because no one could think of any other body in which this important function might be vested. Under the new legislation, the Senate performs a useful function as a public relations body.

Now let us return to the election of chancellor in 1946. Mr. Justice Ford completed his term in June. In the usual manner the authorities began to look over the judiciary for a suitable successor. In late April the Registrar, Mr. Ottewell, telephoned

me to say he had received a letter from the Ottawa branch of the alumni society nominating me for the position of Chancellor. He said he had advised them that no vacancy existed at that date, but that he would notify them when the Board declared the office vacant, and they might renew their nomination at that time. He then said, "Would you be willing to stand for election if you were again nominated?" I at once said such a thing had never occurred to me, but that I had felt for some time that there were men outside the legal profession who could qualify for this important position. He said, "Then I take it you would stand for election, though I am sure other men will be nominated. Indeed I know of two right now whose names have been mentioned, one of them a Chief Justice." In reply I said, "As you know, I am now retired and am looking for a little excitement. This seems to be the opportunity. If I am nominated I shall be glad to stand. While I may not be elected the other fellows will know they have been in a contest." I have been told unofficially that three other men were actually nominated. Mr. J. W. Barnett of the Alberta Teachers' Association sponsored my nomination and urged his membership to support a former teacher. I was absent from the city from May 1 to mid-July. During that time I heard nothing further about the matter and indeed nothing for some weeks after that. Mr. Ottewell had been stricken with a fatal illness during the summer, otherwise I think he would have told me something of what was going on. When I inquired early in September if a date had been set for the election I was told that when the other candidates learned that the teachers thought it was their turn to have a representative in this office, they all graciously withdrew, and an official notice of the election by acclamation would be issued shortly. Later in the month the Canadian Education Association met in Edmonton. On the opening day of the convention the notice was released to both radio stations and newspapers. This was perfect timing, since my CEA friends from all across Canada were there.

When the new University Act was passed, the Deputy Minister of Education became by statute a member of the Board of Governors. Before that time the Deputy Minister had been a member of the Senate only. Thus in 1942 I had joined the Board of Governors. The board had established an executive committee to advise the president on matters of importance arising between its regular meetings. I was appointed to this committee and

continued as a member until 1958. I should have mentioned that at the conclusion of my term as Chancellor, the government graciously appointed me to the board for another full term of six years. In this way I served on the executive for sixteen years.

As a member of the executive of the Board of Governors I served with three university presidents. When I first joined, Dr. Robert Newton was named President. I served during his full term, through Dr. Andrew Stewart's régime, and for nearly two years with Dr. Walter Johns.

One of the interesting duties of the Chancellor is to preside over the committee which selects men and women to be recommended to the senate for honorary degrees. Then the Chancellor also confers those degrees. At my first Convocation in the fall of 1946, when I had been in office but a few days, I had the privilege of conferring this degree on Dr. James Bertram Collip and Mrs. Katherine Allison Proctor, the latter being the second woman to be so honored. In 1947 an honorary LL.D. degree was conferred on John Walker Barnett in recognition of his lifelong labors on behalf of the teachers of the province. Unhappily Mr. Barnett died a few weeks before Convocation. I persuaded the Senate

to confer the degree posthumously. I was thus able to prepare the citation and confer the degree. Other educationists to receive this degree included Frank Gordon Buchanan, long-time superintendent of schools in Calgary; Ferdinand Vandry, rector of the University of Montreal; James Sutherland Thomson, former president of the University of Saskatchewan; James Fowler, principal of the Institute of Technology; Dr. Robert Newton on the occasion of his retirement from the presidency; President Norman MacKenzie of the University of British Columbia; Dr. Patrick Joseph Nicholson, president of St. Francis Xavier University and president of the National Conference of Canadian Universities: Miss Olive M. Fisher, formerly of the Calgary Normal School; Dr. Robert Charles Wallace, principal of Queen's University; Lindsay Ambrose Thurber, long-time inspector and superintendent of schools. The following men in public life also received honorary degrees during my term as Chancellor: Premier Ernest Charles Manning, Senators James Angus McKinnon and William Asbury Buchanan, Governor of Alaska Ernest Gruening, and Lieutenant Governor John James Bowlen. Graduates of the University of Alberta to receive the degree were Andrew Cairns of International Wheat Board fame, Dr. Arthur Earl Walker of the Department of Neurology at Johns Hopkins University, and Arthur Balmer Watt, representative of the original members of Convocation and well-known publicist.

I have been asked this question: "Do you consider having a fixed term for the chancellor a wise change?" In spite of the fact that many people would have been glad to have me serve for a second term and that in my successor, Dr. Earl Parkhill

Scarlett we had a man with all the qualities most desirable in a chancellor — more so I think than in any of his predecessors — I am still of the opinion that the stated term is best. It gives an opportunity for more persons to share the honor; and it gives Convocation a chance to choose men of widely different callings. I should like to see an outstanding businessman elected and, before too long, a prominent woman.

Chapter Eleven Baptist Layman

WHEN I was in New Brunswick recently I visited Fredericton and the surrounding area, including my birthplace. During these visits I met the clerk of the Prince William Baptist Church. He said, "I have a record in which I think you would be interested." He produced four volumes, nicely bound in sheepskin, containing the minutes of the church for the year 1800. I discovered that the minutes for the first quarter of 1800 were signed by Michael McNally, none other than my great-grandfather. I did not have time to examine other volumes or to learn for how long he was clerk of the Prince William Church, but I got a thrill at reading his account of the doings of this rural church in those far-off days. These minutes were written on good paper, foolscap size, in a firm hand, with ink of good quality. They are still legible.

In the area sixteen miles or so west of Fredericton on the Saint John River where the family farm was located, we had a choice of four churches. Directly across the river was a Methodist Church that we attended occasionally. My father, though he attended churches and supported them all financially, was never actually a member of any. Farther east on the same side of the river was the church where my grandfather had his membership. To get to it we had to cross the river and travel a few miles along the highway. Since the post office was in this hamlet we often went there. Because we had a canoe, crossing the river was no problem. Of course we always had driving horses as well as heavy horses for the farm work. We had a buggy, and at one time a phaeton as well — the latter, a contraption with two seats, was drawn by a pair of horses. It had a flat top with heavy fringe all around the edge. When we went out in this we were, like Little Black Sambo, simply "grand". We rarely used any conveyance in going to the Kingsclear Church, since this involved crossing the ferry (McNally's Ferry as it is still called). The ferry was owned and operated by my father's oldest brother. On our side of the river there were two churches - one three and a half miles west of the farm and belonging to the Free Baptists, the other the Macnaquac Baptist Church about seven miles down-river. The former had services infrequently, while the latter was a flourishing organization with a resident pastor and a large and prosperous congregation. My father was a socially minded person who enjoyed meeting his neighbours, so on most Sundays we would be found in one of the churches.

I never attended a Sunday school till I went to Fredericton to attend high school. By that time, in 1893, I was fifteen. Three uncles and their families lived in Fredericton then. Two of the uncles were my father's brothers; one was my mother's brother. The McNally families were members of the Brunswick Street Baptist Church. One uncle was a deacon—so I was duly enrolled in the Sunday school class of W. G. Clark, later a Lieutenant-Governor

of New Brunswick. These were the days of mass evangelism. Evangelists like Crossley and Hunter made frequent visits to the Maritime provinces, always welcomed by most of the Protestant congregations. Along with scores of other young people I attended their services, not because I enjoyed sermons, but because it was something to do in the evening. There was precious little entertainment for young people in those days. A church concert and the occasional visits of a theatrical troupe or singer constituted the bill of fare for the long winter months. The evangelistic meetings made for a pleasant change and sometimes not a little excitement. One evening in my last year in high school a young fellow of my own age invited me to accompany him to one of these meetings. My attitude up to this time had been that these preachments were all very well, but not for me. On this particular evening I went along as usual with no thought that I should receive a jolt. In some way the preacher's message gripped me, and I was among those interested enough to meet him for a discussion of what was involved in a commitment of one's life to Jesus Christ. Before the evening was over I had agreed to the conditions and had become a Christian. This experience is still called "conversion" in some circles. To me it meant a right-aboutface and a new outlook. I was now nearly eighteen and had been making my own decisions for more than three years. I reported my action to the Rev. Dr. John D. Freeman, minister of the Brunswick Street Baptist Church, and on his advice applied for membership. In a few weeks I was accepted, baptized, and received into the church. That was sixty-six years ago.

At first I did odd jobs such as acting as substitute usher, seeing that rooms were ready for meetings, and trying to be more helpful to Mr. Clark in the Sunday school. In the following year, you may recall, I made my first excursion into teaching, with near disastrous results. During my four years in the university I was active in the College Y.M.C.A., serving as president of the local branch in 1899-1900. Because of the circumstances mentioned earlier, I have always had a great respect for Christians of denominations other than Baptist. When I attended the Stanstead Methodist Church, the minister, Rev. Dr. Starr, urged his congregation to get acquainted with me and make me welcome "lest I lose what little religion I had". I realized that he had heard that I was a Baptist. The nearest Baptist church was some fifteen or twenty miles

distant. I was there once during the year, not to a preaching service but to a church supper.

I have been a Sunday school teacher almost continuously for sixty-five years. The first experience at teaching Sunday school classes was in my home church. At the end of the first year I was transferred to classes of junior boys and got on much better. While I was in Quebec I was invited by the Stanstead Methodist Church to take a class of intermediates. I did not hesitate. Several of these were boarding students or day students at the college. We knew each other and had very good times. When I returned to New Brunswick and was appointed to the Moncton High School staff, I transferred my church membership to the First Baptist Church there. The Sunday school superintendent was J. J. Wallace, a good organizer and a wise man in every way. I joined his staff and taught continuously during my stay in that Baptist church.

After my arrival in Edmonton the superintendent of the Strathcona Baptist Church asked me to assist him in organizing an adult Bible class. This we succeeded in doing, and I had charge of it until I was transferred to Wetaskiwin. As I think back I can remember but one man, still in the church, who was a member of that adult class in the Strathcona Church. Because I was absent so many weekends the best I could do in Wetaskiwin was to put myself down as "supply teacher".

You have already read of my experiences in the Hillhurst Baptist Church in Calgary, both as superintendent and teacher. When I went to Camrose I found a Swedish Baptist Church, where the minister preached in English in the morning and in Swedish at night. Feeling that the students at the normal school should continue their study of the Bible while they trained as teachers, I organized a class for them before the morning service. This proved to be a popular move. Dr. H. A. MacGregor, G. K. Haverstock, and the late George K. Sheane were all members of that class. I urged all teachersin-training to identify themselves with a local church no matter what denomination. One of the men who went to an area where there was no Sunday School invited the youngsters who were interested to remain after school on Monday while he taught them the Sunday-School lesson of the day before.

I returned to Edmonton in May 1918 to take over the direction of the summer school after Dr. J. C. Miller, who had organized it, resigned and moved to the United States. Naturally I resumed my connection with the Strathcona church. George

A. Clayton, a school principal, was superintendent of the Sunday School and at once pressed me into service as supply teacher for the summer. He assigned me to a class of six boys of fourteen to fifteen years of age. Of the six, three are still living — successful businessmen in Edmonton. Strangely enough, I was transferred from Camrose back to Edmonton in October of that year. The teacher of these boys wished to be relieved and urged me to take the class permanently. When the superintendent (whose son was a pupil in the class) and the boys themselves urged that I do so, I agreed to take the responsibility on a permanent basis — how "permanent", none of us at that time had any idea.

The boys brought with them the title "Knights of the Cross", which they had selected when they were in the junior department. (Many times as they grew older and more self-conscious, they considered changing the name; but aside from adding "A Young Men's Group" the original name stuck until the class was disbanded in 1948.) We put on a recruiting campaign and soon outgrew our quarters in the church. We then organized a crew to complete the excavation under the church sanctuary. This resulted in much-needed expansion of Sunday

School facilities. When we had outgrown our new space we were able to secure the basement of the Strathcona Public Library, where we continued for upwards of twenty years. For many years we had an annual banquet with an attendance of fifty to eighty. Meeting on neutral ground (the library) we were able to attract many young men from other congregations, principally from Knox, and university students, though Strathcona men always remained the core. The Christmas letter in 1947 contained this paragraph:

The Knights of the Cross class held its first meeting in May 1918. It has thus had a continuous existence for nearly thirty years. During that time it has had but one leader and one treasurer. The roll contains a list of 287 names. Copies of this letter will go to approximately 230 of them. To many of us who have been closely associated with the class since its beginning, that association has been an unforgettable experience.

Some of the class members who have made names for themselves are Dr. K. F. Argue, Professor J. W. Porteous, Dr. L. W. McElroy, Dr. Earl Buxton, Dr. H. T. Sparby, Dr. Dale Thomson, Dr. Gilbert Paul, and Dr. H. A. MacGregor, all university professors; the Hon. Dr. J. Donovan Ross and the Hon. A. O. Aalborg, Ministers of the Crown; D. B. Menzies, City Commissioner; Dr. J. W. Chalmers, D. E. Cooney, Rev. Hart Cantelon, and A. L.

Macumber, prominent in public education; Dr. Paul Kumagai and Dr. D. Edgar MacLachlan, dentists, one in New Westminster and the other in Halifax; Dr. W. M. Foster of Detroit and Dr. C. R. Cousineau of Castor, both M.D.'s; Dr. A. Earl Walker, eminent neurologist of Baltimore, Maryland; Harry Barr of Keswick, N.B., contractor; Col. W. J. Cromb, distinguished soldier; Harry Marshall, successful banker in California; W. S. Ziegler, business tycoon; Rev. Fred Antrobus and Rev. E. W. Oldring, pastors; and Dr. C. Emanuel Carlson, religious liberties expert of Washington, D.C.

As I have already intimated, the class was disbanded early in 1948. Ten years later, on my eightieth birthday, former members residing in Edmonton organized a reunion. It took the form of a banquet in the Captain's Cabin. Tubby Bateman, one of the original members and the owner of the Captain's Cabin, served a never-to-be-forgotten meal in honor of the occasion. My wife and I were the guests of honor. One-hundred-and-one past members of the class were there, and messages were received from thirty others. Several carloads came from Calgary. Dr. Kumagai flew from New Westminster, and Fred Fisk from Vancouver. It was a heart-warming experience.

In addition to activities in local churches whereever I happened to be, I have always taken an active part in the larger affairs of the denomination. In 1919-20 I served as president of the Baptist Union of Western Canada. I acted as consultant to Dr. Watson Kirkconnell, now president of Acadia University, when he was drafting the constitution of the Baptist Federation of Canada. Baptists up till the early forties had no national body; they were organized into three separate conventions each quite independent of the other, namely, the United Baptist Convention of the Maritime Provinces, now Atlantic Provinces, the Baptist Convention of Ontario and Quebec, and the Baptist Union of Western Canada. In 1944 Canadian Baptists agreed to set up a Baptist Federation of Canada, which has no executive authority but wields some power through its annual council meetings and its triennial assemblies where all matters of common interest, such as publications for all the Baptists of Canada, are open for discussion. Six assemblies have been held since the federation was established. two in Wolfville and one each in Kingston, Toronto, Calgary, and Vancouver. At the Toronto meeting in 1950 I was elected president and served for the triennium 1950-53. During this time we had meetings of the council in Charlottetown and Montreal, with a great assembly in Vancouver. The special emphasis during my term of office was "stewardship", challenging the lay people to give more time to the business of the church, to put more of their talents in music, teaching, and business experience at the disposal of their church, and to recognize their financial responsibility to the church. While president, I had the privilege of visiting many individual churches as well as church Associations. I remember visiting an association north of Toronto. The moderator, a rural pastor, knew little about the federation and certainly nothing of me personally. The program simply announced an address by the president of the Baptist Federation of Canada. He learned from the general secretary of the Convention that the name was McNally. He could not conceive of a layman in this post, so he introduced me as the Rev. Mr. McNally. I said when I got up, "Come, come, now, if I can't be the Right Reverend, I won't be a Reverend at all!" The poor man thought I was touched in the head, but he let it pass.

When the council met in Vancouver we took a long step toward equalizing travel expenses and so attracted a very large delegation from the Mari-

times. Dr. Kirkconnell was elected president. We are the only laymen so far who have been entrusted with the job.

Two other activities in which I had a part are worthy of mention. When the United Church Hymnary came into use it was of such high quality that a representative committee was set up to consult the publishers to see if a Baptist edition, containing certain substitutions, could be produced. Dr. G. P. Gilmour, then president of McMaster University, was chairman; Dr. C. G. Stone, Mrs. H. B. Allison, and I were the western representatives on the committee. I was there not because I knew anything about music, but because my long and frequent attendance at church services had made me acquainted with the hymns known and sung by Canadian Baptists. As a result we have the Canadian Baptist Hymnary, which is now in general use from Newfoundland to Port Alberni, Similarly, some years later I was a member of a national committee which recommended co-operation with the United Church in the production of Sunday school materials. As a result, the Baptist Publications Committee of Canada, publishers of lesson helps and Sunday-school papers of high quality, was set up.

At this point I should like to record an incident which took place near the end of my service as Deputy Minister. For many years the Jesuits had operated a college in Edmonton, the rector of which was the Rev. Joseph Fortier, S.J. Father Fortier and I were very good friends. He was anxious to have the program of the college accredited so that his students could write the Departmental examinations and so obtain provincial standing. We had had many talks over this, and so he was a frequent visitor to my office. Soon after World War II broke out the Society of Jesus rented the college buildings to the Dominion government, and Father Fortier was transferred from Edmonton. He came to say good-bye, and as he was about to leave he made some reference to our long association that led me to say, "But you know, Father Fortier, I am not a Catholic." His rejoinder was, "But a very good Christian, nevertheless." Thereupon he held up his hands, I bowed my head, and he gave me his blessing. That is one of my most vivid memories and one that I prize very highly.

Throughout these discourses I have said little of the assistance of my wife. While always an active and potent force in the promotion of all my undertakings, at no point was this influence so evident as in the religious atmosphere which prevailed in our home. She was a member of the choir of Strathcona Baptist Church when I came to Edmonton. To her must be given the credit for the spiritual nurture of our children, all of whom are now active in the churches to which they belong. She was a woman of deep convictions, with the courage to stand up for them whatever the consequences. She served in the church as teacher, mission band leader, and faithful member of missionary organizations. Because of her abiding interest, I know more about our own overseas mission enterprises than I would ever have known otherwise.

"What part, in your opinion, should religion play in the life of the young person today?" I have often been asked that question. Reasoning from both observation and personal experience, I always say, "What is more natural than the development of the spiritual side of our nature along with the physical and intellectual?" Dr. S. M. Shoemaker once wrote, "Unless we have a plan to cure human selfishness and greed and dishonesty, no paper-made plans are worth writing down. No one but God can change human nature and weld divergent personalities into unity. Put faith in God in the place of unbelief,

and you will get right moral standards instead of wrong, the right kind of politics instead of wrong, the right kind of economics instead of wrong, and a world at peace instead of a world at war." Sir William Dobbie, the commandant at Malta, wrote in God's Will in Our Time: "The primary need of the world today is for a greater number of men and women who accept the Gospel, who hold to the Christian view of God and the world and man, and who have found in Christ the salvation of their own souls." Leslie Weatherhead wrote, "Try to see the Galilean standing on the beach with the blue sky above Him and the green hills behind Him, the waves rippling at His feet, with the sorrows of the whole world on His spirit but with the unquenchable joy of God in His eyes, calling to men, to you, to me to show the world a new way of life and reveal the beauty and glory of God." To these sentiments of great Christian leaders I subscribe wholeheartedly. I have never forgotten the closing words of the Convocation speaker addressing the graduating class at the University of New Brunswick in 1900: "For what doth the Lord require of thee but to do justly, to love mercy, and to walk humbly with thy God."

Chapter Twelve Life with the CEA

UITE early in my career I first learned of a nation-wide association of Canadian educationists. While teaching in Moncton it was my custom, when travelling from that city to my home near Fredericton, to visit Dr. Henry S. Bridges, then superintendent of schools for the city of St. John. I had met Dr. Bridges on more than one occasion while in the high school in Fredericton. He was then professor of classics at the University of New Brunswick. He sometimes visited the high school to offer encouragement to students studying the classics. On the occasion of my visits to his office in St. John, he was always very gracious and talked freely of innovations he was sponsoring in his own system. On one of these visits in 1901, I found him deep in the contemplation of a report he had just received of a meeting of the Dominion

Education Association held in Ottawa, which he had attended. He was so enthusiastic about the meeting and the possibilities of such an organization as a unifying influence in Canadian education — in fact as an instrument for the promotion of Canadian understanding — that I was carried along with him. The upshot was that he lent me the report with the admonition that I read it in its entirety. In this way I caught something of his vision and became familiar with the names of education leaders in all the provinces.

I heard little more of the association till I came to Alberta. Dr. A. M. Scott, appointed superintendent of schools in Calgary in 1906, became at once an enthusiastic and influential western member. I was in too humble a position to do more than hope that the time would come when I might

rate membership in this important body. Through my association with Dr. Scott I kept informed as to what was going on. In 1913 the momentous report of the Royal Commission on Technical Education was completed. Also in that year Dr. J. W. Robertson was chosen as president of the Dominion Education Association. Of course the commission's report received wide publicity and, to a considerable extent, the programs of the DEA meetings of 1913 and 1917 centered around the report and what was being done about it. During these years Dr. Robertson continued as president of the DEA.

My first opportunity to attend a meeting of the DEA came in 1918. The Alberta Minister of Education, the Honorable George Peter Smith, wished to attend this meeting and invited me to accompany him. (I had joined the headquarters staff of the Department of Education a few months before.) This was an experience of the first magnitude for me. There I met the president, Dr. W. S. Carter, chief superintendent of education for New Brunswick, Dr. A. H. MacKay, the veteran superintendent of Nova Scotia who had been active in the affairs of the association since its beginning, Mr. J. N. Miller of the Catholic committee of Quebec, Dr. John Waugh, chief inspector of schools for

Ontario, Dr. J. F. White, principal of the Ottawa Normal School, Professor W. F. Osborne of Manitoba, and Dr. Alexander Robinson, chief superintendent of education for British Columbia. While I was obviously out of my depth, I took part boldly in the discussions and made one or two suggestions that were provocative. At this meeting the name was changed to the Canadian Education Association and a new constitution was adopted.

I did not attend another meeting until 1929. At this meeting in Montreal, Mr. J. T. Ross, Deputy Minister of Education for Alberta, was elected president. Some years before this it had been decided that the association should meet in November every second year. This decision was more honored in the breach than in the observance. There was no meeting from 1918 until 1922, and none again till 1925. After the crash in 1929 Mr. Ross and his directors decided it would not be wise to spend money on a meeting of the association in such perilous times. I kept urging him to call a meeting before his retirement, which was due in 1934. He said he would not do so, but suggested that I write the secretary, Dr. W. J. Kerr, and the vice-president, H. H. Shaw. As a result a meeting was called for November 1934.

The convention in Toronto in 1934 was not a great meeting numerically, but there were people there who were determined that the CEA was too important an organization to be treated casually. Sixty-seven delegates registered. President H. J. Cody of the University of Toronto and Professor T. H. Briggs of Columbia University brought addresses of inspiration. Most of the delegates were from Ontario. Such men as Professor Fred Clarke of McGill; the Honorable Cyril DeLage, superintendent of education for Quebec; W. R. Percival, secretary of the English department, also of Quebec; J. L. Watson, registrar of the department of education of British Columbia; Dr. Henry Munro, superintendent of education for Nova Scotia; Dr. F. H. Sexton, immediate past-president of the CEA; H. H. Shaw, superintendent of education for Prince Edward Island and acting president of the association; and myself were the principal members from outside Ontario.

I had the honor of being invited to present a paper at this meeting. It was scheduled for the late afternoon of the second day. Discussion had descended to what I considered trifling and unimportant details. When my turn came I somewhat dramatically threw away my manuscript and proceeded to give the delegates a pep talk on the possibilities of the association as I saw them, not omitting some reflections as to its haphazard past history. This outburst was greeted with such applause that I realized I had struck a responsive note and that there was more life in the institution than I suspected. I was so brash as to propose that the association appoint committees to study selected problems applicable to all provinces, such as basic requirements for teacher certification that would make for uniformity of preparation and facilitate their recognition in other provinces. I suggested that reports be presented at a meeting which I said must be held in 1936. Then, to show how far I was prepared to go, I invited the 1936 convention to meet in Regina. I had no authority from anyone to do this, but there was no one present from Saskatchewan to take exception to the proposal. This fact was pointed out and I was asked how I proposed to sell the idea to the Saskatchewan authorities. (As a matter of fact, I would have liked to have suggested Alberta, but was afraid the shock would prove too great for the representatives from the Atlantic provinces.) In reply, I said I proposed to visit Dr. Fletcher, a past-president of the association, in Winnipeg on my way home and get him to promise a healthy delegation from Manitoba, and then to visit the Department of Education in Regina before proceeding to Edmonton. At last they were persuaded. Dr. G. F. Rogers was elected president, I was named a director, and Regina was chosen as the meeting place. Co-operation on matters of education was no new thing for the western provinces, so I set out, feeling that once the association had got a whiff of the real west, its future would be assured. It had met on two occasions before in Winnipeg, but had never really seen the west.

I found Dr. Fletcher most co-operative, glad to have a convention come to the far west, and willing to see that Manitoba was well represented. Incidentally, Dr. Fletcher at eighty-nine is now the Grand Old Man of the association. Dr. J. H. Mc-Kechnie, the Deputy Minister for Saskatchewan, received me kindly, though he knew almost nothing of the association. He listened to my story and said, "What is it going to cost us? You know we have no money." I was prepared for this and said, "You are to look after the local arrangements and hold the annual meeting of your inspectors in conjunction with the CEA meeting. We would be responsible for the program, and each delegate would buy his own ticket for the annual banquet." He

agreed that we would be very welcome to hold our meeting in Regina and he would do as I requested. Before the meeting was held, I had been appointed Deputy Minister and so had considerable influence in organizing delegations from Alberta. Since it was within driving distance the expense to us was not very great. At this meeting the committees appointed in Toronto gave their reports, much discussion resulted, and new life was apparent. As Dr. Freeman Stewart says in his excellent book, *Interprovincial Co-operation in Education*, "the CEA Convention was, as Mr. McNally had proposed in 1934 it should be, serving a tangible, useful purpose."

Dr. Munro invited us to the Maritimes for what has come to be known as the "Peripatetic Convention". The meeting convened in Halifax on August 15 and 16, at Digby on August 17, crossed the Bay of Fundy for an evening meeting in St. John and morning sessions on the 18th, and in the afternoon drove to the Prince Edward Island ferry en route to Charlottetown for the final day of the meeting in that city. On the way, the delegates were guests at the summer convocation at Mount Allison University where one of the number, E. A. Corbett, received a Doctor of Laws degree. At this meeting Dr. J. G. Althouse was "elected and duly installed

as secretary-treasurer". I was elected president.

In the mid-thirties, L. W. Shaw had gone to Newfoundland as Secretary of Education. He knew enough about the Canadian Education Association to feel that membership in it would be good for Newfoundland. The directors were sympathetic to full membership, and I was chosen to suggest the changes in the constitution needed to bring this about. Beyond a change in the name and provision for an enlarged board of directors, few changes were necessary. So I had the honor of moving these revisions and welcoming Newfoundland into the association. This participation by educators from the ancient colony paved the way for the entrance of Newfoundland into the Dominion of Canada some ten years later. The Canadian Education Association now became the Canada — Newfoundland Education Association.

The year 1934 was significant because there was a re-birth of interest in the association and a new vision of the part it might play in the unification of educational effort. In 1941 at the convention which marked the close of my presidency it was decided that the time had come for annual rather than biennial meetings. Dr. Althouse and I had planned, as we thought, a significant program for

1940, only to have the meeting cancelled because of the outbreak of war. We at once began a campaign for a meeting in 1941, if for no other purpose than that of seeing what contribution administrators of education could make to the war effort. We were successful; arrangements were made for accommodation at the Windsor Hotel in Montreal. and a completely new program was set up. Less than a month before the meeting was to open, Dr. Althouse received a long distance call from the hotel to the effect that the Dominion government had commandeered the entire hotel for the use of the Duke of Kent and his staff, who were in this country on war business. Dr. Althouse immediately relayed the message to me. We agreed, as principal instigators of the 1941 meeting, that "the show must go on". He suggested that since the new Lord Elgin Hotel in Ottawa was scheduled to open in August, we might find housing there. As a result of our conversation he took the midnight train for Ottawa, made satisfactory arrangements with the Lord Elgin authorities, arranged with superintendent Macgregor Easson, a good friend of the association, for the use of the Kent Street School for our meetings, and we were in business again. New publicity had to be prepared and circulated and all

participants advised of the changes and the reasons therefor.

As a result of all this extra work it became apparent that a full-time secretary was needed. The problem of finance loomed large, and so action was delayed. At the next meeting in Victoria I made a motion, seconded by Dr. Munro of Nova Scotia:

- 1. That the president appoint a special committee on finance: (a) to study the problem of regular and equitable contributions from the provinces for the support of the Association and to make recommendations based thereon; and (b) to consider methods of securing adequate financial support for the work of the Canadian Council for Educational Research and to advise the executive as to action that should be taken.
- 2. That the committee be requested to begin work at once with a view to having action taken by the executive before legislative estimates were approved.

This motion was approved unanimously.

At the convention in 1944 it was reported that the budget for the next year included an amount for the services of a full-time secretary-treasurer, whereupon I moved that a full-time secretary-treasurer be appointed and that every effort be made to secure the services of Dr. Charles E. Phillips. These efforts were successful. Dr. Phillips obtained leave of absence from the Ontario College of Education and served in this capacity for nearly four years. At this convention Dr. Fletcher Peacock, Director of Education for New Brunswick, was elected president and held office for two years. His leadership was outstanding. He visited all the provinces and was successful in securing greatly increased contributions. He also interested such bodies as the Canadian Life Insurance Officers' Association and the Canadian Manufacturers' Association to the extent that they put up substantial sums for research in special fields.

In 1947 Freeman K. Stewart, now Dr. Stewart, assumed his duties as executive-secretary. One of his first acts was the preparation of a brief in support of substantial increases in grants from the provinces. As a result the budget for 1949 amounted to more than \$30,000. Six years later it had risen to approximately \$45,000, due in large part to the recognition by provinces and school boards of the increasing value of the CEA's services. An outstanding achievement of Mr. Stewart's was the preparation of a statement requesting a grant from

the Kellogg Foundation for a project involving Canadian school superintendents and larger units of administration. The foundation approved a grant of \$230,000 for a five-year period. In all the Kellogg Foundation has made a total contribution of well over \$350,000 to the CEA and the University of Alberta. This is the greatest boost that the association has received up to the present time. It resulted in the organization of "short courses" of two or three weeks annually for school superintendents from every province in Canada. These courses, which brought together an average of seventy superintendents each year, were given by top-flight administrators from all over the country. This service has been of incalculable value, not only in the development of understanding of the problems of others, but also in forming a sense of oneness as Canadians. Another outcome has been the development of a graduate school of education in the University of Alberta, of which all Canadian educators are very proud. These and other notable achievements such as the study of the status of the teaching profession have earned for the CEA a reputation as a foremost authority on education in Canada as well as respect and admiration at home and abroad.

The CEA grew out of a joint meeting of the On-

tario Education Association and the National Education Association in the United States. Thus it was only natural that the leaders in those early days should envisage an organization in Canada similar to the federal Office of Education at Washington. A national bureau was demanded regularly at every convention of the DEA, the CNEA, and the CEA for many years. From the outset this idea was repugnant to Quebec, who feared that any national organization might seek to interfere in provincial educational affairs and even to override the protection given the minorities by the constitution. In 1942 the CEA set up a survey committee to study the needs of education in Canada in the postwar world. In the following year it produced an impressive report. Of this report Dr. Althouse said, "One momentous result was that the association spoke for Canadian education with surprising authority and unanimity." In every country in the world, with the possible exception of Switzerland, there is some central authority in education, usually a department of the government with a responsible minister in charge. Every effort to establish such a central agency in Canada resulted in failure. All the provinces came to recognize that in the voluntary association of provinces in the CEA we had an

agency which might act for the provinces with, as Dr. Althouse said, "surprising authority and unanimity", without in any way encroaching on provincial authority. The increasing prestige of the CEA suggests that in interprovincial co-operation we have an instrument more suited to our needs than any federal authority ever could be.

I do not see any possibility of a federal office of education, no matter how strongly supported by any bodies, but I do see ever-increasing interest in and support for education on the part of the federal government. With this in mind it would seem that the influence of the CEA must increase tremendously if the senior educationists are to continue their co-operation and the federal authorities are wise enough to seek the advice of this organization before embarking on any new policy affecting education.

In 1946, on the nomination of the CEA, the Dominion government appointed me a member of the five-man delegation to the first general conference of the United Nations Educational, Scientific

and Cultural Organization. I was a member of the survey committee which produced a significant report on the chief educational needs of the Dominion of Canada. Of my presidency of the CEA, Dr. Althouse has written, "The unprecedented three years' tenure of the president's office by G. F. McNally: the accident of war which produced this long term had few redeeming features but this was one. Dr. McNally's aggressive and enterprising temperament made these years, even without a convention, a time of increasing activity in the CEA office." In 1956 Dr. Althouse died and the directors of the CEA set up a J. G. Althouse Memorial Award. I was the recipient of the first of these at the convention in Fredericton in 1957. My interest in and devotion to the CEA is attested by the fact that I served on the board of directors for twelve years and have missed but one convention in more than thirty years, viz., the Quebec meeting of 1955 when I was occupied with the Royal Commission on Metropolitan Development of Calgary and Edmonton.

Chapter Thirteen Vocational Educator

URING my lifetime in education and administration I have had four interests which seemed to me of major importance. When I was an inspector of rural schools I visited many districts where no child had ever been known to complete grade eight. This was not owing to lack of ability but to the lack of belief by parents or school boards that such attainment was either necessary or desirable. I determined then and there that if I ever reached a position where I could influence educational policy I would do something for rural pupils, and hence was interested in the formation of large school divisions. Then my observation of teachers in action and my later experience as director of Camrose Normal School led me to believe that all teacher education should be centered in the University. The realization of this ideal has done more

for the profession than any other single factor. For years, able students never gave a thought to advanced education because they thought the costs were beyond their resources. We brought the matter of financial aid to students to the attention of the Dominion government. As a consequence sums on a shareable basis were included in the annual budget of the Department of Labor. This example has been followed by all the provinces; and any promising youth may be assisted to proceed to advanced education no matter in what directions his interests and aptitudes may lie.

I have long been interested in still another activity: vocational education, the subject of this chapter. It had always seemed unfair that academically-minded students should receive all the attention of school authorities while no thought was

given to those whose interests lay outside the matriculation pattern. Our professed aim was to develop to capacity all pupils who came to us. It seemed to me that we were not doing much for the non-matriculant, so I turned my attention to the provision of comparable education for this group.

I recall the events which finally brought me into association with vocational training on a national scale. In 1936 the Purvis Commission completed its study of unemployment resulting from the great depression. The report recommended a far-reaching program of re-education of young people who had been unable to secure jobs after leaving school. R. F. Thompson, who had been secretary of the commission, was appointed by the Dominion Department of Labor to visit the provinces to enlist their co-operation in organizing a Dominion-provincial youth training program. On the morning of Labor Day 1937 he telephoned me at my home to ask if I would come to the parliament buildings in Edmonton to discuss the program he had in mind, even if it was a holiday. I had been very depressed by the plight of these particular young people and at once agreed to meet him. I had never seen Mr. Thompson, but was impressed by his evident sincerity and his anxiety to get something under way at the earliest possible moment. He spent some time setting forth the findings of the commission and his own ideas as to how the program would be launched and the extent to which the Dominion government was prepared to finance the scheme. He was so convincing that I agreed on behalf of the Department to co-operate to the utmost of our ability. The Minister was hesitant about entering into any act with the Dominion government, but agreed after it was explained that Ottawa would pay fifty per cent of the expenses. Next day I went to Calgary and induced Joe H. Ross, principal of Western Canada High School, to become director of the scheme if I could secure a year's leave of absence for him. The Calgary board readily agreed to this. Mr. Ross had taken a prominent part in the rehabilitation of soldiers after the first world war and was known to have constructive ideas.

We barely had this program for young civilians established when World War II broke out. Immediately there were employment opportunities for all, both in the armed forces and in munitions factories. We at once switched our activities to the training of technicians. By 1942 it had become apparent that we could no longer depend on

importing trained technical men from abroad, but must set about training our own. When this was realized, the Dominion Parliament passed the Vocational Training Act, which provided for federal participation, again to the extent of fifty per cent of the cost, with the appointment of provincial directors whose salaries and expenses would be borne entirely by the federal government. Before this I had been named chairman of the national committee set up for the co-ordination and promotion of the youth training program. The new act called for a national council to advise the Minister of Labor on all matters pertaining to vocational training as provided for in the legislation. This council was to be representative of management, labor, technical and vocational schools, the provincial departments of labor and education, and the National Council of Women. The council was established by statute, but the personnel were appointed by Orderin-Council. I was named chairman and have continued in that position till the present. This council celebrated its twentieth anniversary in May 1963.

It must always be borne in mind that this council has no executive powers. Its function is to advise the Minister of Labor on progress being made in the preparation of Canada's labor force and the requirements for highly skilled, technical, professional, or scientific workers. A second function is to determine Canada's labor needs and assure that Canadian youth shall have the opportunity to prepare for and be in a position to compete with some degree of equality for the job openings that develop in this country. The council is expected to suggest changes that would increase the efficiency of the program and to work with the national director and his staff in carrying out the provisions of the agreements.

At this point I should like to mention some of the achievements of the council. Perhaps the most important is the preparation and administration of federal-provincial agreements, the basic feature of which is federal assistance for various phases of technical and vocational training programs. In general, these set out the terms on which the assistance may be given. Twenty-five years ago there was great suspicion of any proposal which might emanate from Ottawa lest it be considered some subtle method of infringing on provincial rights. This suspicion has now disappeared. It had been demonstrated repeatedly that partnership between the two authorities can be carried on to the mutual advantage of both. This is a solid achievement which might never have come about had it not been for the existence of such a broadly representative body as the council.

The council has consistently recommended increased federal contributions towards both capital expenditures and the operational costs of vocational programs, always being careful to set out the needs and to forecast the desirable results which might be anticipated.

Research on manpower, supply, and training has been sponsored for many years. Ten research reports have been published, and continuous review of the relationship between manpower requirements and training opportunities is maintained. A series of *Canadian Occupations Monographs*, more than thirty in all, designed to assist young people who need to choose and prepare for occupations, has been published. These have been widely distributed and have been of the greatest assistance to students, parents, teachers, and guidance counsellors.

The council has set up a subcommittee to study the need for a technological program at the posthigh-school level. Two nation-wide conferences have been held, and good progress has been made. For years special attention has been given to training and retraining programs for the unemployed. From the outset it became apparent that the great majority of these people were unable to take advantage of the courses because of low basic education. Plans for overcoming this handicap have been devised and incorporated in most of the provincial programs.

Special studies have been carried out with respect to vocational training in agriculture. Two council-sponsored surveys have been completed on what is being done and what might be done in this field. Experts from provinces where successful programs are actually in use have appeared before the council to explain their procedures, and a subcommittee has visited special projects in the agricultural areas of the northwestern United States. A nation-wide conference was held in October 1962, and plans have been made for courses of training suitable for Canadians.

Under auspices of the council, two tours of the highly industrialized countries of Europe were undertaken. The visiting groups were made up of the national director, some members of council, the regional directors, and other leaders in technical education. It was felt that these visits were of great value as regards the organization and administration observed and the underlying philosophy as outlined by the foreign educationalists they met.

Probably the most important recommendation ever advanced by the council was that made first in 1958 and again in 1959 to increase the federal government's contribution for approved capital projects to seventy-five per cent of provincial expenditures. Authority for federal-provincial agreements on technical and vocational training assistance was contained in a new act passed in December 1960. To make sure that action would be swift, a time limit was set: all projects were to be near completion by March 31, 1963. This time restriction resulted in feverish planning, penalty clauses in contracts, and other undesirable features. But it undoubtedly speeded up the building of training facilities to a point well beyond the expectations of the council and probably beyond the expectation of the sponsors of the legislation. According to reports at a recent meeting of council, 435 projects had received approval at an estimated cost of approximately \$500 million, thus providing new places for 122,000 students. In Alberta alone, twenty-five projects are under way at an approximate cost of \$40 million to provide new places for 11,000 students. Early in the campaign the government of Alberta announced that it would absorb the remaining twenty-five per cent thus ensuring that capital and equipment expenditures for the new facilities would not have to be paid by the local school boards. For example the city of Edmonton gets three vocational high schools — and if Jasper Place is counted, four such schools — at a total cost of \$9 million, all "for free" so far as the local boards are concerned. Owing to the fact that some of the provinces were slow in "getting off the ground" the federal government has decided to amend the act and extend the expiry date to March 31, 1967. This means that all provinces will be enabled to take advantage of the generous federal assistance.

During its first twenty years the council initiated an apprenticeship program that has received the approval of employers everywhere and which developed standards whereby a worker might move from one province to another and be accepted when he presented a journeyman's certificate. At the present time there are roughly 22,000 registered apprentices in Canada, of whom more than twenty-five per cent are to be found in Alberta.

It became evident as soon as the new building programs got under way that some steps must be taken to recruit and prepare a great number of teachers to administer and staff these schools. The council, through its regional directors in co-operation with provincial authorities, worked out plans to this end. In Alberta, the Faculty of Education of the University of Alberta set up a department of industrial and vocational education comparable to the departments of elementary and secondary education, appointed a highly trained and experienced head, and published an attractive announcement entitled "A Teaching Career in Vocational Education". This brochure sets out a list of personal requirements intended as a guide to those considering such training, as well as educational and vocational requirements. The latter include Alberta high school matriculation or equivalent, a journeyman's certificate, and satisfactory vocational or industrial experience. Those accepted will follow a program of teacher education at the University of Alberta. The initial course leading to a teaching certificate will be of one year's duration. Eighty-four persons registered for and completed the first course, and all were under appointment to begin instruction in September 1963. Applicants for the second year were encouragingly numerous. All courses carry university credit, and patterns have been set up which will enable graduates to meet the requirements for university graduation.

The question arises as to how long it will take to fill the 122,000 places for students in the new vocational schools. All too long, vocational courses have been thought of as a dumping ground for the slow-witted, the low achievers, and the misfits generally. It is not going to be easy to eradicate this attitude on the part of teachers, parents, and the public. In some way an elite standing must be established, comparable in prestige to that of matriculants. The council has set itself the task of inspiring a new type of thinking in this regard and a firm determination to magnify a widespread acceptance of vocational courses amongst school people, ratepayers, and parents everywhere. In so doing, we shall not only promote the happiness of countless numbers of our citizens but shall be assisting in the development of our most important national resource, people. At the same time we shall be building foundations for economic growth and nation-wide prosperity.

It was my good fortune to attend, in May 1963, the meetings which the council held in Edmonton for the opening of the Northern Alberta Institute of Technology. At the official ceremony which opened this multi-million dollar school, a plaque was unveiled dedicating the G. Fred McNally Library. Dr.

George V. Haythorne, Deputy Minister of Labor, Ottawa read this citation:

It is a clear indication of the importance attached to books, as a vital part of education, that those who planned this fine new structure chose to make a library a central part of it from the very beginning.

The things we learn best are the things we learn for ourselves. Many of these come from insight gained from teachers in the classroom and in laboratories, and from our homes, from conversations with friends but they also come from books and in those quieter moments of reflection we associate with libraries.

It is most appropriate that the library in this new Institute be named after G. Fred McNally, whose name, whose spirit, whose inspiration have been connected for so long with education in Canada and particularly in this part of Canada.

Dr. McNally, it can be truly said, is one of the great Canadian educators of the 20th century.

A product of the Maritimes, who has always retained close and fond associations with the land of his birth, Dr. McNally first came to his adopted province of Alberta in 1906. He served progressively as a high school teacher — if I may say so, at this date, he chose wisely when he went to teach at Strathcona High School — an inspector of schools, a principal of a nor-

mal school, Supervisor of Schools for the province, Deputy Minister of Education, Chancellor of the University of Alberta, and member of the Board of Governors of the University.

Meanwhile, he has found time to take an active part on many local, provincial, and national bodies, including Royal Commissions, and, of particular importance for us on this occasion, he has served for over twenty years as the chairman of the National Technical and Vocational Training Advisory Council.

Dr. McNally brings freshness, a vigor, and an enthusiasm to discussions of education.

He has also done more than any single other man in Canada today to elevate the status of technical education, which as Mr. MacEachen and others have reminded us, is so essential in today's complex and increasingly technological world.

Those who use this library in the years to come for reading, for research, for reflection, cannot fail to be influenced by the man in whose honor we are dedicating it today.

As evidence of his perpetual youth, Dr. McNally is not satisfied to rest on the many contributions he has already made. For him the book of learning is never closed. He continues to help extend the boundaries of education, both for youth and for adults. At the same time, he always insists that this be done without sacrifice to quality, penetration, or depth on the part of those who participate, be they students, teachers, or administrators.

By having your name identified with it, Dr. McNally, it is my hope — and I am sure the hope of everyone here today, as well as of your countless friends across Canada unable to be with us — that the library will re-

flect the breadth of vision, eagerness of mind, warmth of feeling, and depth of spirit which you so richly impart.

Those who make use of it, under these conditions, will be fortunate indeed.

I now have great pleasure in unveiling the plaque dedicating the G. Fred McNally Library.

Index

Aberhart, William, 70-2, 83, 88-9 Alberta Department of Education Correspondence School Branch, 75-6 Curriculum Revision and Committees, 61-8 Minister of, 76 Revision of Rural School Districts, 71-4 School Book Branch, 75 Alberta Education Association, 62, 63, 64 Alberta Teachers Association, 62, 90 Alexander, Nesbitt E., 37 Allison, Mrs. H.B., 99 Althouse, J.G., 104, 105, 107, 108 Anderson, P.B., 33 Baker, P.E., 64, 70, 76 Baptist Federation of Canada, 98 Baptist, Hymnary, 99 Baptist Publications Committee of Canada, 99 Baptist Union of Western Canada, 98 Barnett, J.W., 90, 91 Board of Teacher Education and Certification, 52 Bourinot, J.G., 13 Brander, J.F., 86	Calgary, Inspectorate of, 31 Calgary Normal School, 45 Campbell, W.P., 68 Camrose Normal School, 40, 45-50 Canadian Education Association, 90, 102-8 Canadian Youth Commission, 80-2 Clayton, G.A., 96 Coldwell, M.J., 34 Columbia University Teachers College, 40-3 Dickie, Donalda J., 45, 65, 66 Dickson, S.A., 86 Dixon, W., 86 Dominion Education Association, 101-2 Dominion Provincial Youth Training Program, 110 Doré, Victor, 78, 79 Fisher, O.M., 65, 66, 91 Fletcher, Dr., 103, 104 Ford, Frank, 87, 89 Fortier, Rev. Joseph, 81, 99 Fowler, J.F., 32-3 Fredericton High School, 7 Fuller, E.L., 65, 73	Gorman, G.W., 69, 70 Green, E., 86 Hall, L.G., 49 Hannah, Mrs. George, 9 Hanochko, F., 49 Harrison, T., 8 Haverstock, G.K., 49, 96 Hay, W.E., 65 Haythorne, G.V., 115 Henry, W.H., 68 Henwood, G.B., 86 Hillhurst Baptist Church, 32, 96 Hutcherson, E.B., 18 Inch, J.R., 17 Jenkins, R.S., 21 Jonason, J.C., 48 Kellogg Foundation Grants of to the University of Alberta and the CEA, 107 Kerr, W.A.R., 67, 84, 88 Kilpatrick, W.H., 41-2 Kirconnell, W., 98, 99 "Knights of the Cross", 96-7 Kostash, H.A., 49
Brice, E., 86 Bridges, H.S., 101 Broadus, E.K., 31, 35-6, 38, 39, 61 Brunswick St. Baptist Church, Fredericton, 95	Gaunt, R.J., 34-6 Gibbs, C.L., 64 Gilmour, G.D., 99 Goggin, D.J., 22, 60	LeBlanc, J.J., 86 Low, Solon E., 76, 81 MacEachren, N.A., 36

MacGregor, H.A., 96, 97
MacKay, A.H., 102
MacKenzie, D.S., 20, 21
McDonald, H.J., 49
McDougall, W.D., 49
McDougall, Mrs. W.D., 84
McKerricher, D.A., 21, 22
McKechnie, J.H., 104
Miller, J.C., 45, 47, 96
Miller, J.N., 102
Moncton High School, 14-18
Montgomery, Canon T., 9
Mulloy, J.K., 68

Newland, H.C., 67, 74 Newton, R., 91, 89 Northern Alberta Institute of Technology, 114

Patterson, W.H., 9, 18 Phillips, C.E., 106 Poirier, P.E., 72

Ronning, Chester, 36 Rorem, T.A., 33-4 Rose, R.T., 81 Ross, J.H., 81, 110 Rotary International, 79-80 Royal Commission on Metropolitan Development in Edmonton and Calgary, 82-3 Russell, J.W., 34 Rutherford, A.C., 21, 26, 76, 87, 88

Sandin, R.B., 36 Scott, A.M., 8, 101 Shaw, L.W., 105 Sheane, G.K., 96 Skitch, A.J., 49 Smith, G.P., 45, 62, 76, 102 Stanstead College, 11-16 Stewart, F.K., 107-8 Stone, C.G., 99 Strathcona Baptist Church, 95-6 Strathcona High School, 20, 21-5 Board of Governors of, 21 Swift, W.H., 77, 81

Thompson, R.F., 110 Thompson, W.H., 18 Thorndike, E.L., 41 Tory, H.M., 13, 31, 38-9, 61 Turcotte, Edmond, 78 Twomey, Dennis, 33

UNESCO
first general meeting of, 78-9
University of Alberta
Administration of, 86, 89, 90
Board of Governors, 90
Chancellor, 89-92
Graduate Studies, 31
Industrial and Vocational Education, 110
Presidents of, 91
School of Education, 50, 51
University of New Brunswick, 7, 8

Vanier, G.P., 79 Veteran's Education, 67-8 Vocational Training Act, 111

Wagner, W.P., 48 Wallace, J.J., 95 Walter, J.W., 23 Watt, A.B., 68, 86, 92 Wetaskiwin, 27-31, 32-7 Willoughby, E.F., 79 Winspear, F.G., 89

		·

